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ABSTRACT

This professional development program is designed to assist managers and professionals in meeting job demands while maintaining individual skill and expertise. This volume contains an introduction to the program, developed by the Prairie View, Kansas, Mental Health Center, and is divided into three sections. The first section describes the program background and reviews research in the field of adult education. The second section presents the theoretical basis and description of the model. The third section describes applications of self-directed learning to three different populations, i.e., college faculty members, older non-degreed persons, and human service workers. (JAC)

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Self-Directed Professional Development (SDPD)

An Introduction/Vol. I

U.S. DEPARTMENT OF HEALTH,
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AN INTRODUCTION TO SELF-DIRECTED PROFESSIONAL DEVELOPMENT (SDPD)

FOREWARD

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CONTINUING EDUCATION

An increasing dilemma for managers and professionals alike is the problem of meeting ongoing job demands while at the same time maintaining one's skills and expertise in a world of rapid changes. The dramatic increases in university based programs in adult education and continuing education departments are indications of the renewed interests and demands in this field.

Many of these programs, however, are based on the workshop/seminar model of bringing persons together to a common area for their continuing education. Though often successful, this model is expensive in time and money; frequently both are prohibitive for the desiring learner.

Consequently, it is timely and essential that a model of self-directed learning should be tested and expanded as an alternative for persons desiring continuing education. In addition to meeting our professional continuing education needs, perhaps this model can also promote the value that we as individuals are ever present in a classroom and that all ongoing education is limited only by our lack of interest and awareness of the resources always about us.

This needed program, Self Directed Professional Development, was developed through a training grant from the National Institute of Mental Health for the period 1976-1980.

Larry W. Nikkel
Administrator
Prairie View, Inc.

PREFACE

William Keeney

In 1976 Prairie View Mental Health Center received a National Institute of Mental Health grant to conduct a pilot program in Self Directed Professional Development (SDPD). On May 2-4, 1977, Prairie View sponsored a National SDPD Conference as an initial event in the program.

After the conference it was felt that the papers presented formed the nucleus for a publication that might be meaningfully shared with a larger audience. These papers, supplemented by some additional essays from the staff persons at Prairie View as they proceeded with the SDPD program, form the content of this publication.

The material is divided into three major sections. The first section describes the background from which came the genesis of the Prairie View SDPD program. Prairie View was heavily involved in attempts to set up continuing education programs for mental health centers in Kansas prior to the SDPD program. Experiences in those efforts raised awareness of the difficulties of creating viable programs in a sparsely populated state with widely scattered mental health centers. One chapter also reflects research done internationally on adult education and supplies empirical evidence for the possibility of enabling professions to do better in self directed learning. The author, Allen Tough, even suggests an exercise you can do to discover more about self directed learning you have done. It would be a way to get a better understanding of what the research has suggested and what can be done.

The second section presents the model which Prairie View was developing in trying to provide assistance for professionals in self directed learning programs. The section includes the theoretical basis, a description of the model, and a case study to illustrate how the system operates in an individual instance.

The third section presents applications of self directed learning to three different populations: College faculty members faced with the need to make career changes; older persons with considerable non-college learning who want to complete a college degree program; and human service workers.

Because of the nature of the materials, some overlap appears. The authors of the papers prepared for the National SDPD conference did not know in advance that the papers would be published; nor did they have opportunity to consult with each other in order to obtain a clear definition of what each would be doing. Some of the papers arose out of concurrent workshops where participants had to make choices among several options provided, so that duplication and overlap at the conference itself was not a serious problem. It was felt best to leave the papers very much as presented rather than to try to edit or rewrite to remove the duplications.

The program at Prairie View and the National SDPD conference were directed primarily to mental health professionals. Nevertheless, the content of this publication could be of help to many others interested in developing self directed programs. Allen Tough's chapter deals with a wide variety of persons who engage in a diversity of self directed learning projects. The Prairie View program has included college faculty and clergy as well as a diverse group of mental health service professionals.

Some modifications of the existing model may be needed to utilize the program in other situations. It would, indeed, be consistent with self directed learning principles that others would learn from the Prairie View program and make adaptations that would improve on it and make it better applicable elsewhere.

The materials presented here are largely from the very early stages in the Prairie View program. They do not include many of the details about how to do Self Directed Professional Development programs. Prairie View will have a final report at the end of the project. It is also producing a manual for staff members who work in such programs and for participants. It will include sample forms used in writing the charter, in monitoring progress in individual programs, in evaluating achievements, etc. Both the final report and manual will be made available to interested persons when they are published. They will be useful supplements to this publication. The staff may also be available for consultation on certain aspects of the program so that interested persons or organizations may contact them.

During the period of the project an SDPD newsletter was published by Prairie View on an occasional basis - about five issues a year. Some issues may be available. They contain special topic treatments, update on progress of the Prairie View project, case studies, and some bibliography. While some of the material is outdated--such as announcements of professional meetings--some has continuing relevance.

Special appreciation needs to be expressed to Dean Kliewer who was instrumental in conceptualizing the program and writing the grant proposal, in organizing the National SDPD conference, and in doing most of the work in the initial assembling and editing of this publication. Dean made a career shift after the first year of the program, moving to California, and was no longer able to see the papers through to publication.

Marvin Parrish had joined the Prairie View staff and worked with Dean Kliewer in the first year of the SDPD program. He succeeded Dean and was the staff person who carried major responsibility for operating the program. He has contributed to the publication. He has since gone into private practice and could not see the project to completion.

George Lehman succeeded Marvin Parrish and is responsible for seeing the papers through to final publication. He contracted with William Keeney, Director of Continuin Education at Bethel College, a participant in the National SDPD conference, and on the Advisory Board of the SDPD program--to do some final editing of copy and prepare it for printing.

Elaine Harms was responsible for typing the first draft of the manuscript. Sharon Moore and Mardi Harris have done the typing and retyping for the final draft.

Prairie View is grateful to all those who contributed articles and others who have made publication possible.

THE KANSAS EXPERIENCE WITH CONTINUING EDUCATION

by Dean Kliewer

History

Continuing education planning for mental health workers in Kansas was relatively uncoordinated prior to 1972. Systematic efforts to assess the educational needs of mental health professionals and community mental health agencies were not made. Nor was any attempt made to provide for these needs. However, as early as 1963 H. G. Whittington, community mental health officer for what was then the Kansas Division of Institutional Management (DIM), stimulated some educational efforts. It was out of the early background of other educational programs that Prairie View conceived of a Self Directed Professional Development program. A brief survey of the history of continuing education for mental health workers will perhaps make the nature and purposes of the program more understandable.

Context

Kansas mental health center directors began meeting as early as 1958, partially at the suggestion of G.C. Coniglio, DIM Social Work Consultant. Their purpose was to share information and concerns, and to plan to meet continuing education needs of center staff members. In 1963 an Association of Mental Health Centers (MHC) Directors was formed to facilitate continuing education and other common endeavors. It continues to function.

An MHC Directors Association Subcommittee on Continuing Education (CE) was appointed during 1971. On September 17, 1971, the Association adopted the committee's proposal to make a survey of continuing education needs and resources jointly with Prairie View. The results of that survey formed the basis for further collaborative planning among the community mental health centers in Kansas.

On February 18, 1972, the Association of Directors, representing 27 Kansas community mental health centers, voted to develop a comprehensive collaborative continuing education program to meet the needs identified by the survey.

Survey of the MHC Staff

In 1971-72 Arlan Kaufman was employed by Prairie View to conduct a survey for the Directors Association to assess the continuing education needs among center staff and administrators. He was also to prepare drafts for a grant proposal to the National Institute of Mental Health (NIMH) Continuing Education Branch.

To meet continuing education needs, the MHC staff and administration survey revealed a strong interest in developing: (a) programs focused on training selected care givers within the community to increase their effectiveness in mental health related activities; (b) a training program focused on extending professional skills of existing staff members through the use of consultation, community organization, service coordination, and collaboration with allied professionals and nonprofessionals; and (c) a comprehensive training program to increase the knowledge, skills, and effectiveness of center staff members at all service levels.

A Kansas MHC continuing education program was funded as of July 1, 1973, under Grant No. 5 Tlt MH 13447 by the NIMH Continuing Education Branch. The project period concluded on June 30, 1976. Growth Associates, a division of Prairie View, Inc., was vested with organizational responsibility for the continuing education program and, along with the Directors Assocation Collaborating Board, provided primary direction for the three year program.

Kansas CE Program

In this section the three year venture is described. The project dream is introduced first. Then the workshops and seminars which emerged from the dream are described in terms of structure, schedule, and participants.

The Dream: Program Goals and Methods Guidelines. The general objectives of the training program were to improve statewide mental health service delivery through developing the basic mental health skills and competencies of Kansas mental health center personnel (see summary on page 3). Specific content foci included community consultation, community organization, coordination of community services, and collaboration with allied professionals and nonprofessionals. Family therapy, group therapy, crisis intervention, and child services also were to receive special emphasis.

A final goal was articulated: To demonstrate and test the effectiveness of a workshop oriented educational model which should be of interest to other educators involved with mental health continuing education.

It should be clear that these goals represented a significant commitment on the part of the Directors Association to staff training and education as a responsibility of the Kansas mental health centers. In a rural state like Kansas, collaborative educational efforts require considerable motivation. Some mental health centers are as far as 150 miles apart. Many of the centers are small. Staff members working in similar areas but in different centers might have little contact. Small centers in rural localities may have only one part-time psychiatrist, one or two social workers, and only one psychologist. Because of this, the maintenance of basic competencies and skills as well as colleague support systems requires a very deliberate effort in terms of travel, expense, and general motivation.

KANSAS COMMUNITY MENTAL HEALTH CENTER
CONTINUING EDUCATION PROGRAM

General Objectives

1. Provide opportunities to extend the professional skills of mental health workers in the areas of:
    a. Administration
    b. Community consultation
    c. Collaboration with allied professionals
    d. Child, family, and group service capability
2. Seek to improve statewide mental health service delivery.
3. Implement a collaborative continuing education program which will continue after NIMH grant terminates.
4. Demonstrate the value of a workshop-oriented educational model.

Method Guidelines

The program should:

1. Be interdisciplinary.
2. Serve participants with differing levels of educational experience.
3. Provide opportunities for both theoretical and applied learning.
4. Have evaluation and feedback self-corrective features.
5. Maximize use of local resources.
6. Spread responsibility for educational planning and implementation.
7. Be administratively centralized.
8. Maximize a sense of program ownership among mental health agencies.
9. Encourage use of content specialists with local agency program development.

A number of method lines were articulated in order to maximize the probability that the goals would be fulfilled (see summary on page 3).

The program design was to maximize a sense of ownership by participating agencies. The program was not to be seen as owned only by the administrative agency. Rather, ownership and identification with the program were to be distributed through the process of promoting participation both in planning and in the conduct of education programs.

Lastly, the program made maximum use of content specialists brought in for educational purposes as consultants with local agency programs. The hope was that an outside resource person brought in to lecture or otherwise participate at an educational event might serve as a consultant at the request of mental health center administrators.

The Dream: First Year Images. Originally ten events were scheduled during the first year. Three of these events were to be focused on the aide and allied professional level; four events at the advanced therapy level; four events at the consultation level; and one event at the administrative level. Two events were also scheduled to be multilevel events, involving aides and allied professionals, therapists, consultants, and administrative personnel in a single event.

Financial Support. Although an NIMH grant provided the funds which led to implementation of the continuing education program, it was assumed from the outset that the in-kind contributions from centers would at least equal, if not exceed, the funds requested from NIMH. The initial projection was that the combined total of NIMH grant funds plus in-kind contributions from centers would exceed $500,000 during the three-year period.

Post Three-Year Continuation. A major concern in the proposal document was for the post project period. Continuation of the educational venture beyond three years was viewed as important. Discussions with Collaborating Board representatives identified two major sources of potential funding to maintain the program after the three-year NIMH grant terminated. To quote from the 1972 grant proposal:

> The first source involves gradually increasing the Kansas mental health center CE budget to support an ever larger percent of training costs. The amount of center support for the first year of the proposed training project is approximately 50 percent. The committee suggestion is under consideration which will recommend that the centers set a specified goal, based on center budgets, which can realistically manage the program beyond the grant period. Based on the (1972) estimated combined mental health center budget of $5 million, a gradual increase in CE budgets over the next five to ten years to approximately five percent of the total mental health budget would allow the centers to manage comfortably an on-going CE program of at least $250,000. The suggested five percent of total agency budget is not seen as an excessive or unobtainable amount for centers to spend on CE, but it is recognized that several years may be needed to achieve this objective. A second source of financial support

is participant registration fees. It is proposed that fees be set at a very minimum rate during the first year and increased as the program develops. The fees collected during the project period will be put into an escrow fund to be used partially to maintain the program through the initial years after grant funds are no longer available.

As may be seen in the following sections of this document, this projected funding plan was almost totally abandoned by the Directors Association during the second year of the program. The Directors Association leadership, Collaborating Board members, and the rank and file members of the Directors Association were aware of the financial assumptions and did assent to them in principle.

Summation. The dream then was of a highly flexible, goal oriented, and specially tailored educational effort. The workshop model was to be followed, i.e., concentrated periods of study would permit people from various areas of the state to gather for short time periods prior to returning to their centers in smaller and larger towns around Kansas. Progressive responsibility in terms of finances was to be assumed by the mental health center directors over a course of several years.

Workshops and Seminars

The three-year educational program is outlined briefly in this section. The structures which evolved are described, the educational event schedule introduced, the Planning/Training Seminar described, and the participant characteristics identified.

Structure. The responsibility for organizing and directing the program was lodged with the Growth Associates staff at Prairie View. Growth Associates for some years has offered a program of educational and consultation related services focused toward the development of personal, professional, and organizational growth.

A Collaborating Board appointed by the Mental Health Center Directors Association assumed responsibility for the interface between the mental health directors and the Prairie View Growth Associates project team. The Collaborating Board met on three or four occasions each year to review the program, set policies, as well as make recommendations for program content and method.

Educational Event Schedule. The three-year program included twenty-four educational events. The events were held in thirteen locations throughout the state of Kansas. The reason for utilizing multiple sites was to attempt to equalize driving responsibilities. Workshops were held as far north as Manhattan, as far west as Dodge City, as far east as Wyandotte and Overland Park, and as far south as Independence. See a list of the twenty-four events together with their dates and locations on page 6 .

Planning/Training Seminar. A major component of the entire experience was the Planning/Training Seminar which provided the basic collaborative program development con-

EVENT SCHEDULE

CONTINUING EDUCATION EVENT	DATE	LOCATION
	YEAR 1 (1974)	
Training Seminar	Jan., Feb., June	Newton
Child Services Workshop	Mar.	Wichita
Administrative Seminars (2)	Apr., May	Salina
Family Services Workshop	Apr.	Hays
Group Services Workshop	May	Kansas City
	YEAR 2 (1974-75)	
Planning/Training Seminar	Oct., Nov., May	Newton
Advanced Family Therapy Seminar	Nov., Jan., Feb., Mar., Apr.	Wichita, Salina, El Dorado, Great Bend, Salina
Consultation Conferences (3)	Dec., Jan., Mar.	Dodge City, Independence, Manhattan
Administrative Seminar	Dec.	Hays
Group Therapy Workshop	Jan.	Topeka
Media Resource Conference	Feb.	Manhattan
*Adolescents: 1975	Apr.	Wichita
*Patient Rights	Apr.	Kansas City
	YEAR 3 (1975-76)	
Special Conference for Administrators	July	Overland Park
Education and Training Meeting	Nov.	Emporia
Conference for MHC Financial Reps	Dec.	Topeka
*Conference for Probate Judges and MHC Reps	Jan.	Topeka
*Treating Families and Youth	Feb.	Wichita
Survival Skills for MHC Administrators	Mar.	Overland Park
Aging and Mental Health Service Delivery	Apr.	Newton
*Administrative Conference	May	Newton

*Cosponsored with another organization.

text during years one and two.

The Planning/Training Seminar began with a two-day conference where a variety of educational theories, strategies, and training designs were considered. Opportunity also was made for the event teams to formulate their goals and objectives and specify primary methods for the accomplishment of their educational goals. A second two-day event, typically a month after the first, permitted the following steps in the process: formulation of the educational design in final form, the assignment of outside consultant resources, and the preparation of brochures and advertising literature. A structuring process also began which led team members to assume responsibilities for various workshop roles.

Thus, the Planning/Training Seminar in effect spun off all the other events through the program year. The event coordinators maintained responsibility for the conduct of the event with the Prairie View staff providing backup, resource facilitation, and secretarial as well as administrative support.

In general, the process worked well in that persons throughout the state with declared interest in specific content arenas (e.g. administration, family therapy, group therapy) were able to contribute directly to the development of educational programs in those arenas. Centers with a particular interest in one or another content area were encouraged to host the specific event, thus providing for a kind of ownership and identification with the educational events which may not have been achieved in another way.

The Planning/Training Seminar process was utilized during the first two project years. During year three the Growth Associates staff for the most part planned, coordinated, and conducted the educational programs. Also during the third year, three of the eight events were cosponsored with another organization: (a) the Conference for Probate Judges and MHC Representatives was cosponsored with the Probate Judges Association; (b) the Treating Families and Youth Conference was cosponsored with the Wichita Branch of the University of Kansas School of Medicine; and (c) the Weisbord Administrative Conference, though not originally planned specifically for mental health administrators, attracted sufficient interest from mental health administrators desiring to attend. Growth Associates originally planned that event with industrial administrators as primary recipients.

Participation: Program registration tallies show a total of 806 participations during the three-year program. This count of participations did not include associate staff members, outside resource persons, and Growth Associates staff members who also participated in the various events. On the average, approximately 34 nonstaff persons participated at each event.

NUMBERS INVOLVED IN THE THREE-YEAR SERIES OF CE EVENTS

Participants	Unduplicated Individuals	Participations
Registered Participants	532	806
Staff Participants	111	160
Three Year Total	643	966

Attendance records show that 532 nonstaff unduplicated individuals participated in the three-year program. If workshop staff members together with outside resource persons are taken into account, an additional 111 persons or 160 participations may be tallied. This would bring the total number to 643 persons who were involved, counting both staff and registered participants.

The total number of participations was 966, including those registering for programs, associate staff members, Growth Associates staff members, and outside resource people.

Transition to Growth Associates CE Venture

Near the end of the three-year NIMH funded CE program a survey of center directors was conducted. The survey revealed that center directors desired an inter-center committee to manage a continuing focus on center staff educational programs. The committee was appointed. At the end of the three-year venture, Issues and Recommendations, found in the next chapter, were generated.

At the same time the Growth Associates team sensed a need to search for alternative ways of meeting CE needs among mental health and human service staff members. The description in chapter three is a plan for an experimental continuing education program and represents the Growth Associate thinking at the end of the three-year Kansas Community Mental Health Center Continuing Education program.

ISSUES AND RECOMMENDATIONS

by Dean Kliewer

Out of the three-year Kansas Community Mental Health Center Continuing Education program (1963-66), a number of issues and recommendations emerged which might be of value in understanding the context and philosophy which led to the Growth Associates Self-Directed Professional Development Program. The issues are of general interest, but the recommendations were prepared specifically for three groups of participants: (a) continuing education planning groups, (b) mental health center directors, and (c) staff members.

Issues

Knowledge Expansion

We find ourselves in the middle of a fantastic proliferation of available mental health related knowledge. More and more, it is impossible to keep up with a specialization even within a relatively well defined subdiscipline. Based only on published sources, in many behavioral science educational arenas the number of articles, books, and other publications doubles within five to ten years. Dubin (1972) and others have referred to this time span as the "half life" of an educational experience.

The phenomenal expansion of knowledge means that if one does not continue to read, one can be out of touch within a few short years. In educational philosophy the half life is approximately five years. In mental health disciplines, the half life is probably in the range from five to ten years.

Job Specialties Multiply

Along with the knowledge expansion is a rapid change of job requirements and needs. Jobs unheard of yesterday are common today. In mental health, as in other areas of inquiry, we are at the mercy of federal whims about the significance of certain service functions (e.g., drug abuse, alcoholism, etc.). This means that within a few months after the federal government establishes a national priority it requires centers to have a new specialist on the staff.

Blurring of Occupational Roles

More and more, roles are being assigned not in terms of formalized educational preparation or disciplinary affiliations. A blurring of job roles among professions is a byproduct. In one setting a social worker or psychologist might become involved in the drug or alcohol emphasis. In another center a nonprofessional or nurse may be available to take the responsibility. Thus centers may assign staff with major differences in professional backgrounds, levels of competencies, and salaries to almost identical job roles. The question is, "Can this person perform the role adequately?"

Relevant to this, a few years ago a question was raised about the ability of persons without medical training to perform the psychotherapeutic functions of a psychiatrist. An NIMH sponsored study demonstrated that within two years mature homemakers without medical training could be trained to do psychotherapy at least as well as physicians trained as psychiatric residents. It also turned out that these "mental health counselors" were able to score above the average on examinations prepared for medical residents (Rioch, 1962).

University Lag

Rapid changes make it impossible for university programs to keep pace. The traditional learning centers are not able to provide theory, method, and professional supports for a focus on all of the many new mental health and behavioral science areans. So, again, professional training resources are developed after newly defined jobs are filled and after the work is well on the way.

Continuing Education as Mandatory

Another trend is a move toward much more pervasive external/legal licensure and certification requirements. These requirements, more and more, are including renewal features based partially upon the meeting of continuing education standards. Thus, the external coercion is steadily pushing in the direction of continuing education.

Perfunctory Compliance

Coercion often leads those coerced to seek ways of beating the system. External requirements may lead staff members to focus on educational needs for reasons other than a desire to learn. The main objective may be to maintain a license or to get by a hurdle rather than to identify clearly with the spirit of the requirement which intends to maintain an adequate level of professional competence. This unfortunate tendency has been evident among disciplines with long histories of mandatory educational requirements, e.g., elementary and secondary teachers. It also is beginning to appear among social workers and physicians who participate in continuing education programs.

Educational Organizations Proliferate

Lastly, more and more variety exists in the type of institution offering educational training. Educational centers, growth centers, and public and private organizations of all kinds are entering the arena of educational growth and training. While such a proliferation of training institutions offers increased opportunity, it also may lead to increased confusion. How does one regulate or in any way integrate the contributions of a highly variable set of organizational sources which provide a heterogeneous collection of educational services?

Who Is Responsible?

Who needs to give attention to the training of staff members? Should state universities provide the training? Do mental health centers need to assume responsibility? Are disciplinary associations the responsible group? Are private entrepreneurs the appropriate source for continuing education: Is the state responsible? Should private foundations assume primary responsibility for mental health continuing education? Or is the responsibility really on the individual staff member?

The view taken here is that all of those mentioned have continuing education responsibility. The issue is that each group needs to identify the specific educational service functions it can manage most adequately.

Recommendations to CE Planning Groups

Purpose/Responsibility

One basic purpose of a CE committee is to serve as a continuing education broker. The responsibilities of a CE committee might be to: (a) Conduct studies and surveys of organization administrators and staff members to ascertain CE needs. (b) Formulate prescriptions for CE events based on the interests and needs of administrators and staff members. In effect, this involves preparing educational curricula. (c) Conduct negotiations for the development of specific CE opportunities. The committee would also facilitate the development of special CE programs. (d) Prepare/publish a list of CE events recommended for staff members. Such a list should be updated several times each year and could involve selection of organizations deemed appropriate for offering educational events (this might be seen as a form of institutional accreditation), maintenance of contacts with the selected organizations (receiving descriptions of potentially relevant workshop events), and selection of events to be included among those listed for staff members (a form of course accreditation). (e) Location of sources of funding to help subsidize CE costs for staff members.

Subdivide Committee Responsibilities

A committee is justified only if it is truly a participant venture. A division of responsibilities like the following might well permit committee homework to be assigned to different persons. Responsibilities could be assigned for (a) meeting management, (b) newsletter or communications editorship, (c) workshop/seminar arrangements and communications, (d) Directors Association representative, and (e) relationships with affiliated agencies and groups.

If only one or two committee members are doing homework, it will be difficult to get the work done. Harness the committee resources and see them all pull the load.

Contract with Education Providers

Another recommendation in essence encourages us to ride piggyback with other educational groups to see staff needs met. One of the primary difficulties in conducting short-term educational training is administrative. Publicizing, recruiting, conducting, and evaluating events involves much time. Without a full-time executive director for the committee, it would seem highly desirable to stay away from the risk, both programmatically and financially, of administering educational events.

Retain a Focus on Basic Service Skills

Five content arenas may continue to be relevant for the foreseeable future: group therapy, child/adolescent treatment, family therapy, consultation, and administration. Were a committee to maintain a program which provided at least one top quality event annually in each of these five arenas, its work would be greatly appreciated.

This is not to say that other content arenas should not be developed. The basic needs may be met in a variety of ways, e.g., all of the above needs could be dealt with simultaneously at a three-day conclave. Of course, such a large event would require an extended planning effort and marvelous organizational skill. But it could be done.

The concern here is that continuing education not become simply a process of briefing staff members on the latest state or federal legislation. The training supported by the committee should help maintain and strengthen basic service skills.

Recognize Committee Limitations

Staff members do not see the CE committee efforts as their only educational resource. They have many resources available. The committee would do well to see its work mainly as providing specialized and supplementary training. The committee is in a position to provide training tailored to staff needs, training which other groups cannot or will not provide.

The kind of independence which a CE committee enjoys is a real advantage. If a group of staff members desires some specific educational experience, they can let the committee know and see it happen. The educational efforts do not necessarily need to fit into a curriculum specified by a university or outside agency.

Further, it must be recognized that most CE committee initiated continuing education efforts cannot compete with the more exotic educational programs offered through national disciplinary organizations, e.g., Esalen Institute, the National Training Laboratories, etc. Such programs are a valuable resource and will continue to meet specific needs.

Recommendations to Center Directors

Maintain and Develop Your CE Investment

A clear need is to protect the investment in human resources which center staff members represent. Centers have partnership agreements with each staff member in terms of mutual expectations and mutual support systems relating to education. Approximately 80 percent of every dollar spent through a mental health center is invested in its staff. To maintain the strength and potential as well as the commitment of staff members to the basic center mission, constant attention to educational growth needs is required. High quality staff members will be attracted to and will remain with a center where staff growth is a priority.

Develop Educational Support Guidelines

Develop a recommended pattern of staff educational support. A consensus among administrators on minimal center responsibilities for educational leave and financial support for continuing education could have real value. Such guidelines could strengthen local and statewide mental health continuing education. Both administrators and board members with minimal continuing education vision might be helped to grow through use of such guidelines, e.g., a recommended number of days educational leave and a specified dollar amount per year per staff member.

Most program administrators are well qualified professionals trained in the behavioral sciences. Typically they are tuned in to the needs and possibilities for human growth, development, and change. Thus, mental health center administrators are in a position to lead rather than follow when it comes to developing and maintaining their staff resources.

Expect Staff Members to Get Serious About CE

Administrators need to encourage staff members to avoid haphazard educational efforts. Although center and staff responsibilities clearly are interrelated, the individual staff member is responsible for his/her own educational development. Center directors can help with this process. They are in a good position to encourage staff to take CE responsibilities seriously.

Define CMHC Related CE Activity

Work related continuing education may be differentiated from educational activities not related to work. The former is directly or indirectly supported as job related education. The latter is personal, or related to a potential job role not within the current or anticipated job description. This distinction should be underscored to help supervisors work with staff members as they select continuing education programs.

Make CE Part of the Regular Job Review

Continuing education for an individual staff member ideally should be seen as moving that staff member toward some institutional goal. Where possible, career ladders should be identified. Salary incentives should be used to recognize continuing education work wherever possible. Recognition of educational investments well might be considered as fully in merit salary increases as are other job related performance factors.

Require an Individualized CE Plan

Why not encourage each staff member to formulate a plan for his/her educational development? This plan would need to be updated regularly and might include: (a) a formulation of personal continuing education needs, (b) a statement of learning goals and objectives, (c) a plan of action with a projected schedule,

(d) a specification of criteria for assessing goal attainment, and (e) a plan for outcome assessment.

Have CE Events Fit the Staff Plan

The rationale for participation in a quasi-center supported educational venture should be its relationship to the staff member's comprehensive educational growth projection. Hence the following recommendation: Expect that CE related events for which educational leave or professional growth funds are approved be consistent with an individualized plan.

Document Center Supported CE

Ask that work supervisors receive from staff members brief summaries explaining the reason for the educational leave and the anticipated educational benefits. A review of this statement might help supervisors make decisions both concerning educational leave and educational fund expenditures. The staff member should make a post event assessment of educational goal attainment. A brief memo addressed to the staff member's supervisor would suffice.

Recommendations to Mental Health Center Staff Members

The following recommendations are applicable to all who work for mental health center programs. People tend to see educational development and growth as optional or as rather low on the list of priorities. Licensing boards, disciplinary organizations, and state and federal government planners are becoming much more interested in "continuing professional competence," as it is now called. Consequently, attitudes toward continuing education may need to be reconsidered. The following recommendations suggest a direction for that reconsideration.

Credit for outline features and some ideas in this recommendations section are due to Leonard Stein of the Illinois Council on Continuing Medical Education (1973).

Get Serious About CE Needs

Persons on MHC staff assignment need to modify their too frequently haphazard approach to continuing education. Educational programs need to be planned in the same way that other significant aspects of life are planned. This would include setting educational objectives in accordance with felt needs and then organizing specific steps designed to lead toward fulfilling those objectives.

If individuals do not take responsibility for their own continuing educational growth, someone else will. Employers, accrediting societies, licensing or certification boards, state mental health authorities, and the federal government--all are less adequately prepared to think about specific educational needs than is the individual staff member. These organizations can plan for groups of staff personnel. However, the employer cannot produce learning. Just as each staff member is responsible for feelings, personal life, and job related attitudes, each is also responsible for learning aspirations, learning method selection, and assessment of learning outcomes. Individuals may well profit by investing more thought, time, and effort in that process.

To be sure, staff members are responsible to their supervisors for educational ventures supported directly or indirectly through educational leave of funds for professional training. Employers or supervisors should be sufficiently invested in staff development goals to work with staff members setting educational objectives and planning specific steps to fulfill them.

Conduct a Professional Growth Needs Assessment

Introspective tools, communications with colleagues and friends, discussions with family members along with interaction with service recipients should provide significant data from which to derive a list of specific educational needs. This assessment process could be conducted informally, but study groups may be promoted with this goal in mind.

Assess Work Related Activity

The long range goal of any educational venture is to improve the ability to serve clients or perform job activities. Job related functions need to be examined critically to see where educational efforts might make a difference. Education or training can influence the ability to respond to the requirements of the job.

Specific self-assessment processes include logging the activities which are part of the job, recording issues and problems which might be influenced by skill training or some other kind of learning, soliciting feedback from colleagues and coworkers regarding job performance is warranted. All can help define gaps and needs.

Set Educational Objectives

Based on the conclusions reached from the need assessment and from an examination of job activity, one may proceed to identify several alternative educational objectives. The objectives may relate to problem solving skills, to therapeutic or administrative skills, to knowledge in specific job related arenas, to a need for attitudinal change regarding one's job, or to a focus on developing new understandings about complex relationships. All should be identified so that consideration may be given to the full range of potential learning goals.

Decide How Each Objective Might Be Achieved

The next step is to examine each objective in terms of concrete possibilities available for moving toward achievement. At this point a number of objectives, though desirable, might be disqualified because methods are not available, the timing is not right, or the process may be impractical otherwise.

This step also involves examining the learning techniques and other resouces which might be available to help achieve the objective. The techniques and resources most appropriate, available, and practicable must be given careful attention.

Set Priorities and Make a Schedule

Staff members now should be ready to place on their agendas a specific set of educational activity priorities designed to fulfill their educational goals. The staff member needs to be highly critical of the quality of potential educational ventures. Life is too short to accept less than very high quality educational standards.

Any workshop, seminar, or conference should have clearly stated goals and objectives along with a specification of how those goals and objectives are to be achieved in the educational context. Both the educational institution offering the training and the people providing leadership must be considered.

The key question is, "Does the educational opportunity speak directly to my educational needs?" A perfectly marvelous educational opportunity which is not tied to individualized educational goals is a waste of time. It may feed the curiosity of a staff member and it may provide an interesting diversion, but it could not be considered relevant to a job related educational quest unless it links with needs and goals.

Expect CE Support

Although it will be impossible to expect service organizations to provide totally for staff educational needs, some help should be provided to support staff members in moving toward educational goals. Centers have a vested interest in staff educational development.

Educational leave time and some educational development funds should be made available as a fringe benefit. If they are not provided, staff educational needs might well be placed before administrators and supervisors. A supervisor may be helped in finding ways to lobby with his/her administrative colleagues and the center board for some kind of educational support within the job setting.

Wide variations may be anticipated in the attitudes of employers toward staff educational development. But if people are serious about educational goals, if they pursue them regardless of the institutional support which might be given, and if they are alive educationally, these facts will be evident and will speak more powerfully than any words.

PLAN FOR AN EXPERIMENTAL CE PROGRAM

by Dean Kliewer

Introduction

Although it is more typical to consider a study after it has been completed, this chapter describes a plan for an experiment in continuing education.

The rationale, context, and goals of the proposed study are discussed first. Although this educational program begins with mental health workers, it is also committed to see that other human service workers will benefit from the effort as well.

Rationale

As is true for all professionals, human service personnel need continued renewal and skills refurbishment. Both training and training tools are needed to help staff members maintain a life-long learning stance. Increasing evidence suggests that today professionals of every stripe may be required to make several major career changes during a lifetime. Dubin (1972) estimates that the half life of a behavioral science degree may be in the range of from ten to twelve years. This means that half the information and training required to perform the educational, scientific, or professional role is being generated every ten to twelve years. Consequently for many human service professionals, career training may be necessary several times during their working lifetime rather than only once.

During the four-year period 1967-71, the number of citations in the educational psychology literature increased approximately 100 percent. In developmental psychology the increase was 90 percent. For several years the American Board of Examiners in Professional Psychology has observed that as the years since applicants have completed their studies increase, the scores on examinations are reduced. Persons receiving medical training or engineering education in the 1960s or 1970s may be facing half life reductions in the adequacy of their training every five years. The rapid explosion of knowledge unquestionably contributes to an increasing awareness of a need for continuing education and life-long learning for all of us in the human services.

Pressure to improve professional competencies is being exerted on health service providers from all disciplines. This consumer pressure to better service is being translated into recommendations from government sources and even legislative requirements for continuing education. Jones (1975) points out that

> A recent U.S. Department of Health, Education, and Welfare (1971) publication urges that state and federal legislative efforts in health care credentialing include mandatory continuing education provisions. Its follow-up report, Analysis of 1973 State Health Manpower Licensure Legislation (Goldberg, Hurley, Mehninger, Presser, Seifer, & Stoud, note 1). indicates a determination by HEW to monitor the implementation of those recommendations. It reports, in general, that more stringent continuing education requirements are being enacted. The American Association of State Psychology Boards, in turn, is urging its member boards to implement continuing education requirements for license renewal. Three states have done so (although California's law is confusing), and at least eight others are considering such legislation.

Although, during recent years, a glut of human service professionals with advanced degrees seems to have been produced, this situation will change, according to Peter Drucker (1975). He predicts a rather significant decrease in the availability of staff resources and an increase in the demands for professional workers during the next few years.

> We are just about halfway through an extraordinary demographic development, the tremendous surge of young people joining the work force for the first time which is the result of the 'baby boom' that began around 1948 and, within five or six short years, pushed the birth rate in this country up almost 50%. An important part of this development is that the largest single job category of the 50s and 60s has disappeared, jobs (as teachers) for educated young women in the schools. We will have to learn to employ and put to productive work exceedingly well-educated, exceedingly ambitious and exceedingly able young women. In such fields as accounting, one can predict that within ten years, it will be largely taken over by women.
>
> The second challenge is very different. Five years out, maximum, we are going to face a complete shift to an extreme labor shortage--the baby bust of 1960-61 will begin to shape the work force with a drop in birth figures of 25%. At this 20-year mark we will have a sharp, almost immediate, reversal from our concern about where are the jobs for young people to where are the young people for the jobs. And one had better prepare. It will take all of the next five years to learn how to do the job with fewer young people...and with a need for greater productivity, and for greater job satisfaction. Money will be a very expensive and ineffective way to compete in the job market. You will need to provide the thing that young people need the most, the young educated ones especially, and get the least, which is somebody to talk to. Also somebody to spank them. Somebody who is not the boss, and yet works with them and that is a most important need that goes unfilled today.
>
> As soon as that labor shortage becomes manifest, make it the early 80s, you will see sharp pressure on our retirement policies when the number of people past 65 reaches about 25% of the population. You will see pressure beginning on the lifting of the asinine Social Security ban on outside earnings to enable a larger share of older people to continue to work. You will see many more people who will be willing to go

> out of the labor force and come back. This is going to be a major training and retraining challenge and a very visible one.
>
> The bigger challenge will not be so visible. The largest single employee group of professional, technical, managerial and clerical people is where you will get growing pressure for second careers beginning much earlier. This talk about 'burned out' people is mostly nonsense; what people need most is 'repotting' and it perhaps is the greatest human need in a society of organizations. (Drucker, 1975)

In view of these anticipated changes, the development and testing of concepts and tools which might facilitate the educational growth of human service staff members should carry an increasingly high priority. The need both for new developments and new applications of existing educational technology is particularly acute for staff members from mental health programs. Although some attention has been given to the search for alternative continuing education models (Lewinsohn, 1970), in reality,few models other than workshops, seminars, and conferences exist in the armamentarium of the in-service trainer or the continuing education specialist.

A means of interfacing has to be forged between (a) individual staff needs for educational change and growth and (b) organizational needs for specific skills and capabilities. The search for ways of connecting individual staff motivation for new experience and learning with organizational needs is a major challenge. Staff turnover might be reduced if new ways of connecting these needs are developed. To develop the interface, training personnel, line supervisors, and staff members should be provided, first, with concepts which will enable them to participate directly in their own educational development; and second, with methods and resource materials which will help them link staff growth needs with changing organizational manpower requirements.

Further, it would seem highly desirable to help staff members from every discipline to take increased responsibility for charting their own life-long educational course. Everyone needs to give serious attention to his/her own educational objectives. Some sense of mastery usually comes with completing a degree in a human service professional program. But the confrontation with real life tasks in the job situation often leads the new professional to an awareness of needs for additional training. However, since most degree programs seem to represent both an endpoint and preparation for a life-long professional focus, the recent graduate may be left to fend for himself/herself when it comes to setting goals for continued educational experience. In most job situations it is not a requirement for a staff member to articulate specific educational objectives.

In one church group an attempt has been made to help ministers link personal ambitions, options, and objectives for work related growth with internal and external constraints in an individualized self-study process. George L. Garver (1974) under the Division for Professional Leadership of the Lutheran Church in America has prepared an extensive set of manuals or cookbooks for professional career development. Stein (1973) has developed another approach to a similar objective with physicians in Illinois. How well these thoughtfully assembled resource materials will work in actual use is at issue. But the strategies envisioned by innovators like Garver and Stein might well be instructive for training specialists in the human service professions.

If those in the human service disciplines were to develop their own clear goals for educational development, the resulting sense of direction might well contribute to the motivation which is brought to learning. The rewards of attaining both shorter and longer term educational goals could in turn stimulate further educational development when colleagues are confronted with interpretable role model exhibits. More might be encouraged to become involved in planning and conducting their own learning programs.

Discovering ways of reducing the cost of educational training for human service professionals is needed. The costs of offsite workshops and courses include not only tuition, travel, lodging, and meals, but also the costs of time off the job. These lost-time costs typically are more substantial than direct educational costs. In addition, a variety of costs absorbed by individual staff members must be considered. For one reason or another, educational programs for individual staff members may not be supported by the organization in which he/she works. Many staff members spend significant amounts of their own money in pursuance of their own educational goals. It is a contention here that educational costs, both individual and organizational, may be reduced through the alternative of individually tailored self-directed educational activity. Or, if in fact no monies are saved, those monies may well become more productive in the generation of educational growth.

Considering both (a) the rapidly expanding requirements for continuing education in many human service disciplines including social work, psychiatry, and psychology, and (b) the development of standards for accreditation, certification or licensure, the project described here would appear to be very timely.

Few human service educational programs currently are applying the potential which exists in self-directed learning theory and technology (e.g., Gleason, 1967; Tough, 1967 and 1971; Silberman, et. al., 1972; Dressel, 1973; Rosenbaum, 1973; Stein, 1973; and Knowles, 1975). Our proposed study represents an effort to make this potential more accessible to both human service professionals and line supervisors.

Goals

A distinction is made between basic goals and operational objectives. Basic goals will refer to end points, or primary long-term effects which are sought through project effort. Operational objectives refer to specific study tasks which are seen as essential for the fulfillment of basic goals. On page 24 is a brief statement of both basic goals and operational objectives. In the remainder of this section each goal will be considered briefly as a way of clarifying the implications of each statement.

GROWTH ASSOCIATES
SELF-DIRECTED PROFESSIONAL DEVELOPMENT PROGRAM
GOALS AND OBJECTIVES

Basic Goals

1. To improve organizational service delivery.
2. To strengthen the capabilities of human service workers.
3. To develop an alternative educational delivery system for human service workers.
4. To find ways of interfacing the alternative educational delivery system with standard staff development strategies.

Operational Objectives

1. To survey and assemble alternative educational concepts and technology:
   a. self-directed learning technology in particular
   b. existing self-help packages designed to facilitate work related growth
   c. applications strategies which humanize the learning experience
2. To hold two major conferences on self-directed learning as a staff development tool.
3. To test the self-directed learning model by applying the strategies with a sample of human service workers.
4. To evaluate the effectiveness of the alternative staff development strategies.
5. To disseminate the findings.

Basic Goal 1. To improve organizational service delivery. Underlying all staff development efforts is the assumption that organization service delivery may be improved through strengthening the capabilities of staff members.

Basic Goal 2. To strengthen the capabilities of human service workers. The second basic goal represents an intent to increase the skills and capabilities of staff members through educational efforts. This goal essentially defines what is implied by "staff development." The study seeks to strengthen staff member capabilities by increasing the resources staff members have to bring to their work.

Basic Goal 3. To develop an alternative educational delivery system for human service workers. Traditionally staff development among human service disciplines has been based upon degree preparation in college or university contexts. Basic goal three represents a commitment to seek another way of facilitating staff educational development. The alternative system will not seek to supplant more traditional educational strategies (e.g., workshops or courses). Rather, this goal represents a commitment to seek possibilities for increasing the self-direction which staff members can bring to a learning situation.

Basic Goal 4. To find ways of interfacing the alternative educational delivery system with standard staff development strategies. Basic goal four represents a commitment to avoid seeing self-directed learning as opposed to or entirely separate from course-oriented strategies. Rather, it is assumed that to see self-directed learning supported and maintained, workshops and courses will be employed. It is possible that the alternative educational delivery system will simply extend and supplement existing staff development strategies.

Operational Objective 1. To survey and assemble alternative educational concepts and technology: (a) self-directed learning technology in particular; (b) existing self- self-help packages designed to facilitate work related growth; and (c) applications strategies which humanize the learning experience. The first project task is a survey and assembly task. This objective refers to collecting and organizing the theory, methods, and materials on self-directed learning. Concepts and models both from inside and outside traditional mental health and human service fields will be examined. If nontraditional educational philosophy and technology is made available and digestible, it is assumed that staff development efforts may be enhanced. A very large number of self-help educational packages are available currently. Many of these learning helps utilize media such as audio or video cassettes. Many of these tools are designed to facilitate self-directed educational inquiry in specific content areas. By bringing these instructional tools together and by developing application strategies which can recognize and respond to human needs in the learning experience, it may be possible to help human service staff members develop increased capacity for using these learning tools.

Operational Objective 2. To hold two major conferences on self-directed learning as a staff development tool. One way to promote information sharing on any subject is to allocate specific time to the issue in the form of a conference. Two conferences are proposed, one near the beginning and one near the end of the pilot study. By bringing together a number of resource specialists who have been applying self-directed inquiry methods in mental health or human service contexts, it may be possible to focus attention on alternatives to traditional educational strategy. These conferences would seek to bring together human service educators or other staff persons particularly interested in the possibilities of self-directed learning technology as a staff development tool. It also is assumed that through the conferences a number of potential learners and learning facilitators would be identified. These facilitators would play an important role in making the next operational objective possible.

Operational Objective 3. To test the self-directed learning model by applying the strategies with a sample of human service workers. In addition to surveying and assembling information, it is proposed that the collected resources arising from the study be made available to staff development facilitators (mental health and other human service educators or personnel managers) in several organizations. These facilitators would agree to work with one or more individuals in their organization who desire to become a "learner," and who would be willing to attain his/her own educational goals. This in-situation test of the alternative educational service delivery strategy will involve the negotiation of contracts with facilitators and with learners willing to work with those facilitators. An ongoing facilitators' seminar as well as a continuing consultation arrangement will help support the facilitators in their efforts with persons in their organizations who have chosen to engage in a self-directed learning process.

Operational Objective 4. To evaluate the effectiveness of the alternative staff development strategies. This operational objective is basic to the proposed pilot study. It is important to know the extent to which the self-directed learning strategy works with human service personnel. It is possible that certain individuals learn best in traditional educational contexts. Others may learn better if they are more self-directing. Certain learning content may be more easily absorbed by human staff members in traditional course oriented contexts. The study will seek to examine the extent to which such variables influence the educational value derived from the training.

Operational Objective 5. To disseminate findings. As a pilot study, a major operational objective is to share information and learnings accrued during the study with other people who may be able to benefit from that experience. Learnings may be disseminated in several ways: (a) Those staff members actually involved as learners or learning facilitators may be the most effective dissemination agents. (b) Participants at the two national conferences also will receive a very direct influence. (c) Beyond direct participation, the survey activity as well as the evaluative focus should permit several publications to emerge which could be distributed both through the journals and in response to direct inquiries. (d) Dissemination of skills and insights also will be facilitated through consultation on staff development conducted by study staff members. (e) Some audio and/or video tools may be prepared. These media helps might be used to help disseminate information developed in the context of the study.

Pilot Study Focus

Three primary questions are asked in the context of this consideration of project focus: What is the basic task toward which the study is directed? Who are the recipients who may be expected to benefit from the study? What educational strategy does the study seek to utilize?

Task

The basic project task is twofold: To assemble the resources and to conduct an effectiveness assessment of an alternative delivery system for staff development or continuing education. For the reasons identified in the rational section, new approaches to the promotion of life-long learning must be found. The human resources in an organization represent a most substantial agency investment. Personnel resources cost many organizations up to 80 percent or more of their annual budget. In order to obtain maximum benefits from this investment, those human resources need both to be conserved and strengthened. Provisions must be made to help staff members maintain a continuing learning stance in relation to their profession or job related function.

Thus, the project seeks to facilitate the attainment of staff development goals through a pilot study designed to explore possibilities for the application of alternative educational strategies.

Many authors during the past few years have examined the need for a revision in the customary educational assumptions and functions. Cyril Houle (1961 & 1972) has spoken to the need for designing improved educational systems, structures, and processes which will stimulate inquiry and promote significant growth in the learner. Much of this work was addressed to the issues and problems of basic educational institutions. Elementary, secondary, college, and graduate school experience have been seen as impaired because of assumptions expressed implicitly or explicitly which identify the major learning task as the acquisition of information from textbooks and teachers. Postman and Weingartner (1969), Knowles (1970), and other educational theorists have sought to encourage teachers to rethink their function. For many years government agencies, including the National Institute of Mental Health through its Continuing Education and Experimental and Special Training Branches, have supported a large number of projects designed to strengthen basic mental health education as well as staff development and inservice training (Simon, Silverstein, and Schreiver, 1975; a National Institute of Mental Health publication, 1974). But there still is a premium on the creation of designs and procedures which will improve our ability to meet educational needs.

Recipients

Who will stand to benefit from the study? Ultimately it is hoped that the general public will benefit from contact with human service practitioners and professionals who are better prepared to meet their work related responsibilities. Mental health and other human service organizations could be expected to benefit from the project if through educational experience their staff members are able to serve more effectively in their work roles. But the project not only is directed toward the general public or toward human service organizations but also it seeks to serve individual staff members from organizations to help them find ways of developing their work related capabilities.

Activity undertaken through the project may serve a staff member from any human service organization. If the worker is interested in keeping up with his/her field and in promoting his/her own learning regarding his/her profession, that staff member could benefit directly from the program. But obviously, in a small pilot study not all human service staff members can be served. Rather, a small number of mental health and other human service personnel will become involved initially as a way of assessing the value of the method for possible utilization more broadly.

One might anticipate that if the self-directed learning strategy as applied proves to be effective, the approach may be utilized in a variety of settings. In addition to mental health settings, the alternative educational strategy will be applicable in social welfare agencies of all kinds; in educational contexts; in local, state, or federal government settings; in church and church related organizations; even in industry. Wherever there are professional workers with educational needs, the learning model discussed in the next section may be applicable at least as a viable supplement to other learning strategies. Although the focus initially will be on several classifications of human service staff members, the eventual potential application arena is exceedingly broad.

Educational Strategy

Could some learning strategy provide the basis for an alternative educational delivery system for human service workers? This proposal suggests that the self-directed learning strategies might well provide an alternative.

In an extensive treatise on adult education, Malcolm Knowles (1970) distinguishes between teacher directed and learner directed educational activity. He points out that by focusing on the transmission of information to the learner, traditional educational efforts have tended to emphasize the teacher as a resource and to minimize the independence and self-directing capabilities of the learner. Learner directed education stresses the interdependence between teaching and learning resources. Learner directed education further is based on the assumption that learners need to participate directly in climate setting for learning, in curriculum planning and design, in making assignments or agreements regarding learning tasks, in specifying criteria for assessing learning goal attainment, in conducting the learning experience, and in evaluating learning effects. In a more recent work, Knowles (1975) devotes his attention to the specific task of helping both learners and teachers strengthen their respective contributions. Although the Knowles' book is designed to be used in traditional educational institutions and in the educational settings which offer external degrees, many of the concepts and methods may be applied to the development of staff resources in human service organizations.

Another person who has provided additional insight into self-directed learning strategy is Allen Tough. His first book focused on nonteacher dependent learning (Tough, 1967). His more recent work (Tough, 1973) is a fascinating examination of the learning habits of more than two hundred adults. Through careful interviewing he inquired into what he has defined as "very deliberate" learning activity. Small samples from seven populations were included in the study: blue collar factory workers, women and men in jobs at the lower end of the white collar scale, beginning elementary school teachers, municipal politicians, social science professors, and upper middle class women with preschool children. Tough found that the average person in his study sample conducted seven learning projects per year with the average project requiring nearly one hundred hours of learning activity.

He further reported that less than two percent of those projects identified in the course of his interviewing were undertaken for credit. This means that most of the learning activity which occurs in the life of a typical person in the Tough sample is entirely self-directed. It would seem to be the exception for the adults included in the study sample to have someone else planning their learning activity.

The implications of data such as that cited from Tough have led us to speculate on the possibilities for linking the kind of self-directed learning activity observed in the Tough sample with job related learning objectives and requirements.

The basic image of the alternative learning strategy is thus to provide a climate and an opportunity for learning facilitators (who may be job supervisors or educationally oriented staff members in an organization) to form an agreement or contract with a staff member concerning his/her educational objectives. This agreement would be formed after considerable exploration between facilitator and staff member around individual needs and desires as well as organizational requirements. It is probable that, particularly during the early phases of the study, much of this preliminary collaboration between facilitators and potential learners may occur in conjunction with consultation from study team members. Facilitators will be selected from among those with declared educational interests and from among organizations committed to facilitating staff development. Ongoing consultation with study staff members probably will be required as well. Tools, resource materials, and a learning process initiation design formulation would be made available to facilitators in order to help them develop a learning structure which might generate individual inquiry.

To assemble the learning helps, organize the material, and prepare it in a form most useful to persons willing to serve as learning facilitators, considerable collecting, organizing, and writing activity will be required. Thus, in addition to the application of self-directed learning strategy, a preliminary resource organization and development task must occur. A step-by-step manual designed by Stein (1973) for physicians will facilitate this process. The handbook helps a physician determine his/her need for educational development, assess his/her practice, select specific learning objectives, decide how to achieve each learning objective, inventory learning resources available, decide on priorities, establish a schedule, and finally evaluate learning achievements.

After early project experiences with staff members who elect to become learners and staff members who become learning facilitators, a resource reorganization and rewriting task will be done to sharpen the process.

Conferences, seminars, and consultation activity will support the learning process with both facilitators and learners. The study will not ignore course oriented educational strategies. The effort is premised on the conviction that the self-directed learning strategies represent a direction for future educational involvement at all educational levels. More and more college and university educators are utilizing self-directed educational approaches to strengthen the learning at both undergraduate and graduate levels. The assumption that a learner can contribute to the process of developing his/her own curriculum is not new. But the work necessary to develop ways of helping adults conduct this kind of learning has been fairly recent (Tough, 1973; Stein, 1973; and Knowles, 1975). The process sequence necessary for generating self-directed learning among groups of staff persons not previously exposed to the concept remains to be carefully specified. The proposed project will seek to contribute to that development.

Computer assisted instruction, teaching machines, individualized instruction, contract learning, all of these technologies have been developing very rapidly during the past few years. But it would appear that very little of this technology has filtered through to an application with persons in on-the-job settings. Mostly the work has been developed and applied in organized educational institutions. Very little of this work has been done among populations of persons desiring to upgrade their education while engaging in full-time occupations.

One of the burdens of the study relates to the need for simply getting the self-directed education technologies together. It seems desirable to explore how people in a variety of contexts apply what is known about self-directed learning with a variety of recipient groups.

Specific issues to which the study will be directed initially include (a) how to introduce the concept of self-directed education to a prospective learner, (b) how to help his/her motivation develop, (c) how to maintain that motivation, and (d) how to provide the necessary supervisory support to maximize the probability that the learner's goals will be attained. Attention will be given to factors in the whole process which tend to inhibit or diminish the effectiveness of self-directed learning. Flexibility in redefining goals when goal changes are warranted and in renegotiating learning contracts will be encouraged. The differential effectiveness of the application of self-directed learning technology for a variety of agency or professional groups also will be assessed.

Method

Throughout the discussion in the preceding sections, some information relevant to study method has been presented. However, at this point, the function of study participants will be discussed first. Second, an outline of anticipated task activity will be provided. Last, methodological considerations relevant to goals, objectives, and evaluation will be reviewed.

Functions of Participants

Each of the primary participant groups is considered in sequence: Project staff, program consultants, advisory committee, human service agencies or organizations, facilitators, learners, and other participants.

Project Staff. The Growth Associates staff development project staff will function in three major role categories: Study planning and administration, learn-resource organization, and consultation/educational service. A project director, associate director, secretary, and administrative assistant make up the primary project staff. Also because Growth Associates operates as an integral unit, some other Growth Associates staff members will be involved from time to time.

A major staff function will be to seek to optimize the contribution of the several participant groups in the service of study goals. Modifications and general management of the projected program sequences will be the responsibility of project staff.

Second, the location and organization of both human and materials resources will receive considerable attention. Central in this resource organization activity will be the preparation of documents and learning helps which will communicate the theory and method of self-directed learning in a manner which can be used by human service practitioners.

The consultation and education function will require considerable skill in working with agency representatives around staff development needs. These consultation skills are available in the Growth Associates Division. The management project finances as well as NIMH reporting needs round out the primary functions of project staff members.

Program Consultants. Several persons of national stature will be invited to serve project staff members as consultants on the overall program. These resource persons will help shape the educational structure and will function from its inception throughout the study.

Advisory Committee. An advisory group comprised of representatives from agencies and other organizations which potentially may become involved in study activity will be formed early. Whether or not all the members of this committee will be able to meet together on any one occasion remains to be determined. But it is hoped that this group can become a sounding board and a kind of consultative resource for project staff members throughout the experience.

The membership of this group will include representatives from mental health and other human service agencies who have staff development and continuing education responsibilities. Some committee members will be line supervisors who might potentially become learning facilitators. This kind of consumer orientation on the committee might also be extended to include some representatives who are line staff members in mental health or human service organizations. From their perspective as potential (and actual) learners, they should be able to provide valuable input.

Organization administrators also will be represented on the committee. One or two representatives from among educational administration specialists also would seem to be desirable. A university dean or representative appointed by a university administrator also will be included. Representation from mental health related disciplines also will be sought. The advisory committee will consider a variety of study related topics. Every advisory committee member will not be expected to participate at each committee meeting. Although everyone would be invited, attempts would be made to schedule specific committee considerations at times when selected committee members are available to attend.

Initially at least, advisory committee meetings might be scheduled to coincide with the visits of program consultants. This arrangement could serve to motivate advisory committee members during their early advisory council experience. (See Appendix for Advisory Committee members appointed.)

Human Service Agencies or Organizations. In seeking to meet both organizational needs and the needs of individual staff members from those organizations, it is important to recognize that the task of developing ties to the organization will be very important. Unless the administrator of an agency sees a relationship with the project as potentially valuable it will be exceedingly difficult if not impossible to provide any educational service for staff members from that organization. It is for this reason that the consultation focus is anticipated throughout the program. In order to expose agencies to the concepts and strategies of the project, an effective consultation structure must be developed.

In attemtping to see the alternative educational delivery system emerge, some substitute for university, college, or educational agency structure must be found. The assumption here is that a mental health or other human service agency can provide that substitute.

Facilitators. In many ways the facilitator is a teacher substitute in the self-directed learning model. But he/she is not a teacher or pedagogue in the sense of deciding what content is to be covered, nor would he/she need to present any lectures. Although he/she will need to represent or mediate the needs of the organization in the dealings with a staff member learner, the focus will be on what is occuring in the learner and on the readiness, interests, and objectives of that individual. The facilitator will need to be clear about the resources he/she has or does not have to offer, and will need to be ready to refer issues related to learning content with which he/she is not familiar to persons with the necessary competencies. In a sense, the facilitator will need to join with the learner as one who desires to learn as well. The facilitator need not pose as an expert who has mastered the content the learner is pursuing. Rather, he/she would function as a procedural guide--

one who is concerned with a process structure for the learner rather than a content structure.

These facilitator functions undoubtedly presuppose considerable learning on the part of most facilitators. Facilitators will need to enter into a learning contract to develop their own skills as facilitators. They will need to learn how to set a learning climate, to engage in a planning process, to help diagnose learning needs, to facilitate a goal setting process, to help the learner design a learning plan, to engage in some learning activities with the learner as well as help the learner evaluate his/her learning progress (see Knowles, 1975.)

Because learning facilitators will need to strengthen some of their own skills, both a group training process and manuals describing the facilitator skills in which that learning can proceed is essential. Ongoing consultation between project staff members and learning facilitators will also be required along with what we are calling a facilitators' seminar.

Learners. It is anticipated that a significant developmental effort will be required to provide learning materials and a process sequence activity. Because most learners will not have been exposed to training in becoming self-directed learners, this training will need to be provided in the process dialogue between facilitator and learner.

A variety of approaches to this educational task will need to be explored. It will be important to discover the most effective ways of helping learners diagnose their needs for educational growth, set obtainable educational objectives, formulate an individually tailored curriculum comprised of discrete action steps, evaluate the progress toward an intermediate learning goal, and modify learning plans in order to meet unforeseen problems.

One of the major developmental facets of the entire program relates to the engineering of this highly significant educational process. But the findings of Tough (1973) would seem to suggest that most people have had extensive experience with this process, even though they may not be aware of it. The Knowles (1975) guide book and Stein (1973) handbook do provide significant prototypes for this development.

One other anticipated learner role function should be identified. As learners progressively become aware of the benefits of their educational experience, they may well tend to become prime candidates for moving into facilitator roles. If a staff member can manage his/her own learning process effectively over a reasonable time period, that experience provides significant facilitator role training.

Other Participants. A number of other participants might be identified. First, consumers will hear about project activity through publications or presentations. They may not become facilitators or learners immediately, but still may benefit indirectly from the program. Almost any professional staff member is a potential learner or facilitator. Since a person working in almost any role could potentially benefit, a kind of contagion phenomenon will occur to the extent that the learning process really works.

Anticipated Activity

Project activity may be classified into three basic categories: Organization and management of learning resources, learning facilitation, and dissemination of study findings and products. A list of the specific functions which may be classified under each of these three basic activity headings appears on page 36.

Evaluation Design

The primary purpose for the study is to provide interpretable evaluative data indicating the extent to which project goals are attained. But it should be equally clear that the evaluation processes identified here could not be called a classical experimental study. This study does not describe nor propose to carry on a controlled experiment.

It might be productive to extend the evaluation of this program to a careful experimental study which would include a control group. It is for this reason that contacts were made earlier with the Experimental Training Branch of NIMH. Should there be a desire for an experimental assessment, such a design feature could be added. An appropriate time for the addition of such a feature would be at the beginning of year two.

The evaluation design is a modified goal attainment scaling evaluation design (Kiersuk and Sherman, 1968). Two questions are the focus for the evaluation process: What does the proposed educational project seek to accomplish? and How would we know if we accomplished those objectives? The goal attainment scaling process leads to the identification criteria which are scaled in terms of anticipated outcomes to signal goal attainment. Program evaluation instruments will be prepared based upon the goals and the specified attainment criteria.

The evaluation procedure specifies in advance the basis on which the attainment of program objectives will be assessed. Actually, this process will be conducted on at least two levels: (a) the assessment of pilot project goal attainment and (b) the level of individual learner goal attainment.

STUDY ACTIVITY CLASSIFICATION

A. Organization and Management of Learning Resources
   1. Planning, administration, and evaluation by Growth Associates
   2. Advisory committee development and maintenance
   3. Materials resource collection, organization, and development
      a. Survey/information assembly
      b. Site visits
      c. Preparation of manuals and learning helps

B. Learning Facilitation
   1. National conferences on self-directed learning
   2. Seminars for learning facilitators
   3. Consultation with human service agencies
   4. Deployment of resource materials to
      a. Learning facilitators
      b. Learners
      c. Other inquirers
   5. Learning progress assessment
      a. Monitoring facilitator/learner activity
      b. Providing evaluative feedback for facilitators, learners, and others interested in the study

C. Dissemination of Project Findings
   1. Preparation of updates on results and products
   2. Presentations (publishing and speaking)

Goal attainment scaling follow-up guides will be prepared both for individual learners and for the project as a whole. These guides will allow assessment of goal attainment, first, for the entire project. The same process then will be applied to each individual learning contract. Learners will specify their learning goals and identify their attainment criteria. The criteria will be scaled in advance, and an assessment will be made on the basis of information descriving the level of attainment as each learner contract is fulfilled. This evaluative process should offer considerable power in that it will be possible to group learners' contracts by content, method, or learning activity. Such groups will permit one to make statements about the relative effectiveness of the self-directed learning procedure for differing learning objectives, content foci, and learning methods. In addition, learners may be categorized and evaluated in terms of work role, profession, type of work environment, etc.

It should be clear that the evaluation activity is the central focus for the entire project, particularly during its early phases since the facilitators and learners will be highly selected and limited in numbers. The pilot project is oriented primarily toward an evaluative process rather that toward a service to learners _per se_.

One feature of the evaluation process will be to seek to establish some criteria for learning progress based upon information from persons other than learners and facilitators. A process similar to that employed by Bunker (1965) will be used to identify significant others who are able to provide meaningful criterion-relevant data.

Summary

This has been a brief introduction to a study plan, a dream if you will. The task is undertaken with full knowledge that seeing the dream unfold into a workable reality will be a formidable task.

The functions of participants, the anticipated project activity, and the evaluation method which will be utilized have been considered briefly. Obviously much more information could have been provided. Examples of educational contracts could have been included. Many forms and varieties of educational contracts are available, but it would appear premature to make a selection at the present time. Process steps from the learner's initial exposure to the idea through to the completion of a learning experience could be explored in some detail. But it is precisely these process steps which the project seeks to generate.

ADULT LEARNING IN THE WILD

by Allen Tough

Basically, in this section, we want to look at what is already happening with the individual. We are not considering what should happen or visions of the future at this point. Rather, we will look at what people are doing in the way of self-directed learning. We will start with the total range of people's learnings, everything they are trying to learn, every way in which they are trying to grow and change and to gain knowledge and skill. Within that context, we will consider how much and what kinds of learning are self-directed.

Just to give you a preview of what will emerge, we will see that the professional already is doing a huge amount of self-directed learning. I think we can influence that process, facilitate it, foster it, or give better help, but I don't think we need to start that process because it already is under way. Professionals in most fields already are doing an enormous amount of learning. I don't think we need to start it or increase it so much as fit into it and foster it.

We will look first at the Research Summary Sheet (see page 51). We want to focus on the phenomenon we call the learning project or simply a major learning effort, somebody trying to learn something. Paragraph number one spells out a little more precisely the definition of that phenomenon. In the book, The Adult Learning Projects, it actually takes a chapter to specify that definition and another appendix to deal with some of the borderline cases. We should be aware that the definition of a learning project is rather precise. Thus, when we refer to statistics and numbers, these are based on a pretty clear definition. Interviewers don't have much trouble applying the definition in a particular situation.

Basically, we seek to examine episodes, defined segments of the life of a person. By keeping track of activity, we divide our day into episodes or into sessions. It seems to divide fairly easily. We may spend the first hour awakening, preparing breakfast, and shaving. Possibly the next half hour is spent getting to work. The next two hours we might devote to a particular task at work, teaching a particular course or whatever. The day seems to divide into these episodes. So if we look across a whole year, we can pick out any episodes that seem to hang together because the person is trying to gain a specific knowledge or skill. So there might be a whole series of episodes, one on a Monday, one a week later on a Wednesday, and one a month later on a Thursday in which the person is trying to learn this certain skill. So that is the foundation.

In each of these episodes the primary intention had to be to gain certain knowledge or skill. You cannot tell much about a person's primary intention by simple observations. Among persons gathered for a continuing education class, some may be there to escape from the job for a day. Others may be there because they want to learn something. It is the same with anyone sitting and reading a very heavy book. They don't really know whether the reading is designed to keep the kids away, if it is an excuse not to do some work, or whether they are really trying to learn from that book. So we are pretty strict in what we accept in these interviews. We are pretty fussy, and we have to be persuaded that the person's major intention was to learn. A learning goal has to be judged at least 51 percent of the total motivation for that period of time. Now, the populations we have surveyed are outlined in item two. We started in Toronto and Hamilton, Ontario; but especially since *The Adult's Learning Projects* has come out, studies have been done in a great many other places. Surveys have been done in Tennessee, Nebraska, by Roger Hiemstra, and elsewhere. Most recently, a national survey which is remarkably unpublicized, was conducted in the United States. My guess is that few readers have ever heard of it. But the preliminary report has just appeared. The interviews were conducted last November.

Briefly, the U.S. Office of Education funded a study of a carefully chosen national population. What emerged is about the same thing we found in all these other studies. But it is legitimate now because of the carefully chosen national sample and the fact that it was done by a library school professor called Patrick Penland at the University of Pittsburgh.

So we have this great spread of people. We have gone to West Africa, New Zealand, Jamaica, different parts of the States, and different parts of Canada. The fascinating thing is that you find the same results no matter where you go. Whether you look at 21-year-olds or 65-year-olds, professionals, laborers, or unemployed, you find essentially the same pattern. So we will not consider differences among these groups; we will simply examine that basic pattern.

The figures for professionals would be a little higher than what I have in item three. But basically the pattern is the same. The middle, median, or average person conducts seven quite different learning projects or learning efforts in one year, in seven quite distinct arenas of knowledge or skill. That finding is quite different from previous surveys. Most earlier studies found that people just do not make much effort to learn. If they make one effort per year, that is a big deal. We were also intrigued to discover how many hours people spend at each of these efforts. It is about 100 hours per effort. So we did not have to use our seven hour minimum very often. The total, obviously, was about 700 hours per year. Professionals devote even more time than the average person. For example, social science professors, behavioral science professors, or associate professors average between 1000 to 1200 hours a year. In a sense, they are getting paid to learn. Medical doctors, architects, and lawyers also average more than the 700 hours a year.

But remember that our interviews identified all learning, not just job related learning. With one professional group we discovered that about 55 percent of all learning was job related. The other 45 percent was oriented toward learning about raising kids, building something at home, learning about a country before they traveled to it, etc.

Now the key, the secret, to understanding all this appears in item four where we say to people, "OK, you had these different learning sessions, you read a book on the subject, you practiced it, and you asked somebody about it. Who planned all of those sessions? Who planned what you were going to learn next in this learning task?" As you can see, on the average about one-fifth of these learning experiences were planned by professionals, educators, teachers, staff development people, etc. The other 80 percent were self-planned or done by an amateur. The image I use is the iceberg image. The iceberg represents all of the things that people try to learn, all adult learning efforts. What we have looked at until recently has been the highly visible part of the iceberg. We have looked at learning in classrooms or workshops. If there are tables, notebooks, or flip charts, we recognize the setting as a learning environment. It is a well-defined group; you can tell when it started; you can count people and hours; and it is all very nice to do research on. That is typically what has been seen as a learning context in the past. Now as with a real iceberg, we find that the invisible part below the surface of the water is actually the bulk of the iceberg.

In this case, about 80 percent of all adult learning is invisible. We just stumbled on it. Other people have discovered the same thing intuitively or in other ways. And yet the covert learning context is really where the action is. Most adult learning goes on outside formal learning settings. That is why informal learning is worth consideration. Most of this is self-planned although sometimes you put the planning in the hands of a friend, neighbor, spouse, or parent. Most of us have learned from a parent how to drive a car. But it's invisible. And, most of us aren't really even aware of our own learning. I think most of us will be surprised if we take a careful look at our own self-planned learning.

Most of us are not aware of the learning of people who are close to us. I was quite astounded when I interviewed my parents, some other close relatives, and even my daughter when she was about six years old. I discovered learning efforts those people were making that I was only dimly aware of or not aware of at all. I was quite astounded too when I discovered that people I thought I knew very well were into serious learning projects. My father, for example, had taken two trips, one to New York City and one to Colorado as part of his learning projects. I knew about the trips, but I had never linked it all together with his effort to learn about a particular problem as part of his professional job. My guess is that the reaction some readers are having right now is that this is not really the way you, or the people you know, learn. That is the myth we have. We assume even people who are close to us are not engaged in such deliberate learning activity.

Item five talks about motivation. I want to say only one thing about this. I often hear people asking the question, "How can I motivate people to learn? How can we in staff development motivate people to learn?" My feeling is that we have to refine that question. We are really not asking the right question. People already are spending 700 hours a year in very deliberate learning. What do you want to do? Do you want to double that? We really may not want to increase that 700 hours. It is almost two hours a day, a significant investment in learning activity. Sometimes the real questions is, "How can I motivate people to learn what I want them to learn?" Right? "How can I get them to learn what I think is important, or what we in staff development think is important?" And that is legitimate. . . a reasonable question. But let's be aware that this is the question, not that we are planning to increase their total learning.

Sometimes the question is a little different: "How can I motivate them to learn in my way instead of learning their way?" When I first encountered this with a fellow whose job it was to train IBM salesmen who typically were graduate professional engineers and operating at a very high level, he was bemoaning the fact that they would not come and take his inservice staff development courses. I made him a bet: that the people who came to his courses were not learning as much as the people he was moaning about who would not come to his courses. He finally interviewed 12 of them. He found basically that the people who were able to learn quite well on their own went ahead and did that, and learned very effectively. They did not want to come to his courses because the courses were too slow and inflexible--having to be there at certain times and moving at a certain pace, etc. The people who came to his courses were the ones who could not make it on their own. They would come and do it the easy way through what he was offering. So you might want to think about that in your own situation the next time you moan about how can we motivate people to come and take our courses. You might just want to go and check. Maybe they are learning in another, just as effective, way.

Now, I will mention some particular groups we have interviewed. These are professional groups or people perhaps more tied in with the interests of human service workers. McCatty interviewed professional men in one of the better suburbs of Toronto. Today, I would never let anyone interview only professional men, but I let him get away with it a few years ago. He discovered, as you might predict, an enormous amount of learning. With medical doctors, for example, there were two types of learning. Medical doctors need to keep up with current findings, read the journals, and go to conferences on new techniques. They need to keep up with changes in the field, new drugs, new processes, and new insights into what causes certain diseases. The other kind of learning is project-centered or case-centered. A patient walks in with a kind of cancer that this doctor has never dealt with. He or she has to find out how you deal with this new type of cancer.

While I was interviewing a lawyer, he reported that a woman walked into his office and wanted help with a decision she had to make after her husband had been killed in an airplane crash. This was a typical downtown Toronto lawyer who seldom dealth with a client's losing a spouse in an airplane crash. So he had to engage in quite a lengthy project to learn about the law in this area. Do you sue the company; do you settle out of court? He also had to help her make other decisions. I think this is one of the fascinating things about professionals. They generally are concerned with two kinds of learning: keeping up with things out there and learning about a particular case or new house they are going to design or a case they have to deal with, etc.

When we interviewed social science professors, we found them to be among the higher groups for number of hours devoted to learning projects. They are clearly getting paid to learn, to take in knowledge, and to give it out either in the form of research papers or in the form of teaching. We have interviewed elementary school teachers in Toronto, secondary school teachers in New York State around Ithaca, and secondary school teachers in West Africa. We found very similar patterns among these teachers. Nancy Kelly, the young woman who studied the teachers in Ithaca, New York, interviewed teachers who had been teaching ten years. We all held our breath because we were a little worried about that group. Our earlier study on teachers focused on beginning teachers. We found that new teachers learned a lot. They spent almost two hours a day just learning how to be a better teacher. But we wondered about the ones who had been teaching for ten years. In fact, they turned out to be learning just as much as the beginning teachers. We were quite amazed. They do not fit the commonly held stereotype at all. (That after teachers have been teaching a while, they give up trying to become better or trying to use new methods, etc.)

The teachers seemed to learn three kinds of things. First, they learn new methods, new techniques, new ways of teaching reading or other subject matter.

Secondly, they learn about the subject matter they are going to teach. Astronomy has to be learned if they are going to teach astronomy. This is especially true of elementary school teachers where they are teaching a whole range of subjects. Third, they learn about kids.

We have not actually studied teachers of adults, but I assume they would be learning the same three things. Teachers often get into quite lengthy projects of learning about the kinds of people they are teaching in this particular group. A man in Louisville, Kentucky, was interested in the learning of protestant ministers in Louisville. He had them keep learning diaries. This approach is quite different from the approach that was used in the other studies. For six months pastors kept a learning diary. Once a week the pastors were contacted. Even a higher number of learning hours were discovered than we found with the interview method. We also had West Africans keep diaries. Again we discovered more learning hours through a diary than through an interview. So I suspect our interview figures are a bit low.

Pharmacists in Atlanta were another group, as were college and university administrators in Tennessee, and cooperative extension agents in Ithaca. So this gives you some idea of the professional groups we have studied thus far.

Instead of considering people in Ithaca, Toronto, and West Africa, I would like to have you examine your own learning. Take just a few minutes to do that. I suggest that you take time right now to list your own learning efforts, anything at all that you tried to learn in the last 12 months. Your learning may be completed or it may still be going on. Think back over the last 12 months. Any knowledge, skill, or information that you have been trying to learn. Stay with job related learning. You can list other things if you want to, but for now the focus is on whatever you have been learning that is connected with your job. Jot these down for about five or ten minutes. List anything at all. For example, you might have been on a committee that went through a learning process. I know we don't usually think of committees that way, but often they do go through a learning stage before they go through a decision making stage. Think of that part of your job. Think of problems you have tackled. Perhaps you have gone around asking people for information on a problem. Think of any aspect of your job, any way of learning, reading, or asking people for information. If in addition, you want to put down some other things, like raising kids or fixing the plumbing at home or learning a new way of sewing, or cooking, put that down too. To help you think about non job-related learning, you might look at the sheet, "Some Things People Learn About," (see page 52) which is simply a list to trigger your recall. It identifies different sorts of things that people learn. The list may help you remember some things that you have been trying to learn.

You now have done in a few minutes what it takes 40 to 75 minutes or more to do in an interview. We find that it often takes quite a while to get people onto our wave length so they begin to recall things. My hunch is that if I interviewed any one of you, I probably could double your list. It is very hard to remember things that you learned 11 months ago, or even six months ago. But at least you have made a start. Now consider the sorts of questions you have. What surprised you? What intrigued you? What fascinated you as you looked at your list?

You may have felt that your goals have not been very well articulated and that your efforts have been sort of haphazard or fragmented. You may not have defined carefully enough what you want to do and how to go about it. You just sort of stumble through rather than planning carefully. Therefore, your efforts may be inefficient and probably ineffective.

My hunch is that half of that feeling is accurate and about half of it is not accurate. About half of it comes from the schooling models where it all seems very carefully planned. And I am not sure that is best for adults. But I also have the hunch that adults generally could use that 700 hours better. Mental health and human service personnel could use their 900 to 1000 hours better if we were a little more thoughtful. We need to ask ourselves what it is we are trying to get out of it and what directions we are going.

Is all of learning a chaotic process? We interviewed some ten-year-old and 16-year-old kids about their learning outside of school. Their experience closely resembled the adult pattern. It is a little more group oriented than the adults, with self-planning going down to about 50 percent. But it is basically the same. The people most resistant to these findings have been teachers. They really seem to be upset by all this. What more can I say? And yet when they look at their own learning, tney like it. They seem unable to translate their own experience with what they do with their kids.

One of the fascinating things when we look at the motivation for learning is that with most of these learning tasks people set for themselves they could proceed without a learning effort. The lawyer could give advice to that client. He could just say, "We'll sue the airline." He does not have to go and do the learning. The same with raising our kids. We could raise our kids without ever reading Spock or asking the pediatrician questions. Although people could do the task without a learning project, what motivates them is that they want to perform at a better level. They want to do a better job than they could without learning. So somehow we make the decision that we are going to learn how to do this task better. That means we are setting priorities all the time. I do not know how we weigh the issues, but we all seem to be selective in our learning. We choose a problem that we feel is worth learning about. And we do not learn about ten other things. We say, "I'll just do them quickly with the knowledge and skill I already have." That, to me, is the fascinating part of this project.

How about crises or pressing problems? We checked this out in a study on why people learn, looking specifically at crises or major problems. The percentage was not higher than 50 percent. About 50 percent of learning projects were motivated by a crisis or an immediate problem. The other 50 percent were much longer term and they did not seem to grow out of very pressing and immediate situations.

Are job related projects shorter term than other projects? I think that is a fascinating pattern. To some extent, projects outside the job can be either short or long term. If one of your kids is having trouble going to sleep at night or having trouble eating, you may tackle that. You invest 10 or 20 hours in learning, reading about it, and asking a pediatrician, etc. Then you drop that inquiry. Learning how to fix a leak in the plumbing can be short term. But short term projects are much more common on the job, especially for anyone who is in a managerial or professional sort of job.

Americans and West Africans may be different in this regard. In the West African study, even though we were interviewing managers and executives, we found their learning projects tended to be much longer term than we typically pick up in the States. So it may be partly a cultural characteristic. Get in quick and get out quick with your learning projects. Maybe when we have a problem on the job, we tend to swarm all over it. Two weeks later we drop it and move into something else. Theirs is more of a flowing process with more diffuse boundaries.

Are we more oriented to the expedient needs of our automated culture in our work related learning, while longer term learning is more natural? Certainly off-the-job longer term learning is more natural. Off-the-job people seem to carry interests for quite a few years. One-the-job there may be different kinds of pressure. One fellow did a study of 45-year-old women who were asked to recall a recent learning project. He tried to trace the project back to where the interest first started. For many of them it was during World War II or the years after that. Or their interest started in their teens. It was amazing how far back the interest went. But somehow they had never actually begun to work on the learning task until the last year or two. So in that sense, maybe all of our learning projects go back a long way.

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Are job related projects shorter term than other projects? I think that is a fascinating pattern. To some extent, projects outside the job can be either short or long term. If one of your kids is having trouble going to sleep at night or having trouble eating, you may tackle that. You invest 10 or 20 hours in learning, reading about it, and asking a pediatrician, etc. Then you drop that inquiry. Learning how to fix a leak in the plumbing can be short term. But short term projects are much more common on the job, especially for anyone who is in a managerial or professional sort of job.

Americans and West Africans may be different in this regard. In the West African study, even though we were interviewing managers and executives, we found their learning projects tended to be much longer term than we typically pick up in the States. So it may be partly a cultural characteristic. Get in quick and get out quick with your learning projects. Maybe when we have a problem on the job, we tend to swarm all over it. Two weeks later we drop it and move into something else. Theirs is more of a flowing process with more diffuse boundaries.

Are we more oriented to the expedient needs of our automated culture in our work related learning, while longer term learning is more natural? Certainly off-the-job longer term learning is more natural. Off-the-job people seem to carry interests for quite a few years. One-the-job there may be different kinds of pressure. One fellow did a study of 45-year-old women who were asked to recall a recent learning project. He tried to trace the project back to where the interest first started. For many of them it was during World War II or the years after that. Or their interest started in their teens. It was amazing how far back the interest went. But somehow they had never actually begun to work on the learning task until the last year or two. So in that sense, maybe all of our learning projects go back a long way.

How about retention when learning is self-directed? Studies tend to show the quantitative amount of learning tends to be about the same. But self-directed learners are superior in four ways: One, they feel a lot better about what they have learned-they are happier and more enthusiastic; second, they retain longer-in a one-year follow-up they have retained more than "taught" people; third, they are able to apply learning to a wider variety of situations-they have learned with application more in mind; fourth, they learned how to do it better, how to keep on self-directed learning, and therefore have gone on learning to a greater extent.

That brings up differences between "school learning" and self-directed learning. I see schooling and self-directed learning as two quite separate processes. I am not glad about that, but that is the way I see it. Kids go through school and college without much to do with self-directed learning. Self-directed learning goes on in separate channels. They learn sports and how to tear apart a motorcycle and read about different countries, etc., all on their own. There is little connection with school. I am thankful that schooling does not seem to interfere with that process. My dream is that schooling experience eventually will be oriented to facilitate and foster self-directed learning processes. School experience could help people become more aware of and better at self-directed learning activity. But, at the moment, school programs are not spoiling that process. I think most of us as adults in our self-directed learning really are just continuing that stream. I think schooling does not have much impact on how we learn as adults. It affects our awareness, it affects our perception of learning, but I think it does not affect the way we go about it.

Regarding this matter, take a look at the paths followed in one person's learning project (see page 53), as shown in the diagram. I asked David Yule to draw a picture of an independent study project that he did with me. You don't need to worry about the words inside the boxes. The important thing is to look at the shape of the total diagram. He started off being interested in self-planned learning. You can see that he moved in four different directions. Two of the paths (on the extreme left and the extreme right) became dead ends. I do not mean that in a bad sense, though, because he learned what he wanted about those topics. The one on the left side went a little farther. But the one which goes down through individual experiences and perceptions becomes enormously complicated. It branches. The two branches come together in the box labeled "creative persons," at the very bottom right hand box of the page. This is partly what I mean by the chaotic or the hop, skip, and jump process. It is not a neat linear process. I think that is something we really have to take note of in adult learning. If it is freed from a course or from external operation, people do seem to take this zig zag kind of path. And the process seems to work. It may appear to be terribly mixed up, but it does seem to work. Yet, educators often sit down to try to plan a nice, neat linear course in a straight line process. You do the history of the subject, study today, then look to the future, or develop some nice, neat way of organizing the learning. But that is not the way people operate at all when they are free to do their own learning.

Another interesting fact emerges. In no way could David have sat down at the beginning and planned that whole thing. Absolutely impossible. It is too complex for a human being to plan. More important, he kept changing his mind as he went along. And that is inherent in the process; that is typical of adult learning. After David had read some of this stuff near the top of the page, he was a different guy. He had new questions, new insights, new ways of looking at things. So, of course, he is going to change his mind about where to go next. And that is inherent in adult learning. As you learn some things, you change your mind about where you want to go next within that area. You get some fresh questions, some fresh ideas, some fresh things you want to look at. So you really cannot sit down and plan the whole thing at the beginning. You have to be open as you go along. We must learn to be aware of how our interests are changing and what we want to learn next.

The implication for us as professional educators or facilitators is that the person is going to need help at quite a few different stages. In this instance, David would come to me at different stages wanting help in clarifying his goals. Next time, he would want help in finding resources on a particular topic, so he would come and seek help. I could not have sat down at the beginning and given him all the help he needed. I had to wait until he began to get interested in a new direction, a new area, and then I would hope to fit into that.

So if there is one message that I hope you will pick up, it is simply that what we have to learn is to fit into the learners' process rather than expecting them to fit into our process. I think that is the mistake we have made as professional educators over the years. We set up the process and expect learners to come and go through it. That process can be a course, a workshop, or even individualized instruction. It is really getting them to go through our process. What I hope we can shift toward is trying to understand what they are going through, how they are going about it, and how we can fit into that at appropriate points. Such a change of posture requires quite a shift.

What I did with David at the very beginning was to help him clarify what he wanted to learn. I did not go beyond that first stage. And after he learned that, he had to figure out what to do next. If he wanted my help, fine. If he was able to make the decision on his own, that was fine too. I did not have a lot of quick answers on how to do it. What I hope is that each of us will try in our own way to do it and then see what works and what does not work.

To get the process started, I simply have the person list the things that he or she already has learned in the last couple of years. What we found in our interviews is that most people begin with a very low opinion of their own learning. They feel that they have not done much. They certainly do not believe that they use different methods. By the end of an hour and fifteen minute interview, they tend to be amazed. The increase in self-esteem is visible. "My gosh, I have learned all those things in the last 12 months and look at all the different methods I have used." It is an eye opener to people. So maybe you do not have to say where you are, just have them look.

At this point let's move on to the sheet with the heading, "What can we do to support Adult Learning?" (see page 54). There I have listed some of the things we might do a little differently. I am assuming that having looked at your own learning and some of the statistics, you are more or less sold on this fresh picture of adult learning. This third sheet is saying, "OK, so what?" What can we do different as a result? I will discuss only two of these.

I would like to start with number three because that is the usual response made by continuing education people. I do not think it is a good or bad response, just the usual response. We say, "Yes, people do learn on their own. What we should provide is individualized learning resources: audio tapes, programmed instruction, video tapes, books, or packages of some kind, individualized learning packages, correspondence courses, all of these things. Now, I have a mixed reaction to that. Part of my reaction is, "Wonderful". It is a lot better than locking people into a classroom where everybody has to go at the same pace and learn the same thing. So it is a good step. But my other reaction is, "It is not enough". We fall into our usual pattern of providing the instruction as though that is all that we are supposed to do as continuing educators or as adult educators or whatever. We provide the instruction, only instead of providing it in a classroom with someone lecturing, we provide it through tapes, books, programmed instruction, correspondence courses, etc. It is a better kind of instruction, but we are still missing some other responsiblities I think we should have.

Someone was saying my approach is threatening because people are afraid of losing their jobs. My response is, "No, it should be the opposite, I am luring people to expand their jobs." One of the main ways I wish people would expand their job is item one on page 51. I would like each of us to explore ways of helping people with these choices of what to learn and how to go about it. That is where we get the leverage. That is where we can have a lot more impact than simply by providing instruction.

We have found that once people know what they want to learn, they can do it on their own. This is true even at McMaster University in Canada in the Health Science Program. There is no longer classroom instruction to prepare medical doctors and other health service people. They are operating with the problem-centered approach. A problem or project is identified. They work together in problem-solving teams. They read. They do the learning on their own. I do not think we need just to keep on providing instruction. Where we can have much more impact is to help people figure out what it is that they need. I have suggested three ways of doing that: (a) Through groups, getting people together who are in a particular occupation-pastor, nurse, etc. Having them assess their needs. They may not all have the same needs. (b) Another way is through individual counseling. I think all of us use that although sometimes without even being aware of it. We are just talking to someone and we suggest something else they might look at, another book they might read, another aspect of their job they might learn about. I am suggesting that we try to make it a little more self-conscious. I would like to see us become a little more aware of and perhaps enlarge that process a bit. (c) The third way is through printed resources. Printed resources represent a broad panorama of possiblities.

Malcolm Knowles uses a simple list of some of the competencies that people might have in a particular occupation. In this case, it is the occupation of being an adult educator. That tool would cost about 20 cents per copy to reproduce. And yet I think it is an incredibly powerful and valuable tool. I would urge each of you to think of your own situation. Couldn't you produce a comparable tool for your own situation? The tool is a list of the different sorts of things that people might want to learn in that occupation. It has two uses. One is that it simply broadens people's horizons. In five minutes they read through that and say, "My God, look at all these things I could be learning. I never even thought of learning the human relations side of my job. I never even thought of trying to learn how to organize my time better." All kinds of things that can open eyes to the possibilities for learning could be on the list. You also can use it as a diagnostic device if people actually rate themselves on the different items. You probably could work up the tool in a day. Some of you could make it up in an hour if you know your occupation fairly well, producing it for 20 cents per copy. I think it really could have an impact, and it is a very simple thing to do.

One other thing we might do is look at what other needs we have as learners. A little while ago, we listed some of the things we have been learning during the past 12 months. Now instead of talking about other people, let's come back to each of us as a learner. What else would you have liked in the last year that you did not get? What kind of help, what kind of resource: Did you want encouragement, advice, information? What would have made your learning go better, or what would have led you into better learning paths to start with? Take a few minutes to write it down.

Adult learners do not take the time to go out of their way for learning resources. We find this with teachers who use the person across the hall; they use books in their own classroom. So I think that has real implications for helping those teachers grow as teachers. What are you going to do? Make the teachers across the hall more helpful. Help everybody learn to facilitate learing. And also maybe get books right into the classroom, doctor's office, or nursing stations. What would have made things go along better in your own learning?

RESEARCH SUMMARY SHEET

1. A learning project is a highly deliberate effort to gain and retain certain definite knowledge and skill. The series of learning sessions (episodes in which the person's primary intention was to learn) must add up to at least seven hours.

2. Populations surveyed:
adult high school diploma students; clerks; college administrators; extension agents; factory workers; general populations in a geographical area (Tennessee; Nebraska; USA nationwide); library users; literacy class members; managers; ministers; mothers; older adults; pharmacists; politicians; professional men; salesmen (IBM); school teachers; unemployed; union members; university professors; youth (ages 10 and 16).

3. The middle or average person:
--conducts seven distinct learning projects in one year
--spends an average of 100 hours per learning effort
--spends a total of 700 hours per year

4. In whose hands is the day-to-day planning of what and how to learn?

   Twenty percent of all learning projects are planned by a professional (someone trained, paid, or institutionally designated to facilitate the learning). The professional operates in a group (10%), in a one-to-one situation (7%), or indirectly through completely pre-programmed nonhuman resources (3%).

   Eighty percent of all learning projects are planned by an "amateur." This is usually the learner himself or herself (73%), but occasionally is a friend (3%), or a democratic group of peers (4%).

5. Most common motivation: some anticipated use or application of the knowledge and skill.

   Less common: curiosity or puzzlement, or wanting to possess the knowledge for its own sake.

   Rare (1% of all learning efforts: credit.

6. Details, integration, and implications are provided in The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning by Allen Tough. It is available (for about $6.50 prepaid) from Publications Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada, M5S 1V6.

SOME THINGS THAT PEOPLE LEARN ABOUT

A sport or game; swimming; dancing; bridge.
Current events; public affairs; politics; peace; biography.
Sewing; cooking; homemaking; entertaining.
Driving a car.
Home repairs; woodworking; home improvement project; decorating and furniture.

A hobby or craft; collecting something; photography.
Raising a child; discipline; infant care; child's education.
Nature; agriculture; birds.
Mathematics; statistics; arithmetic.
Speed reading; effective writing; public speaking; vocabulary; literature.

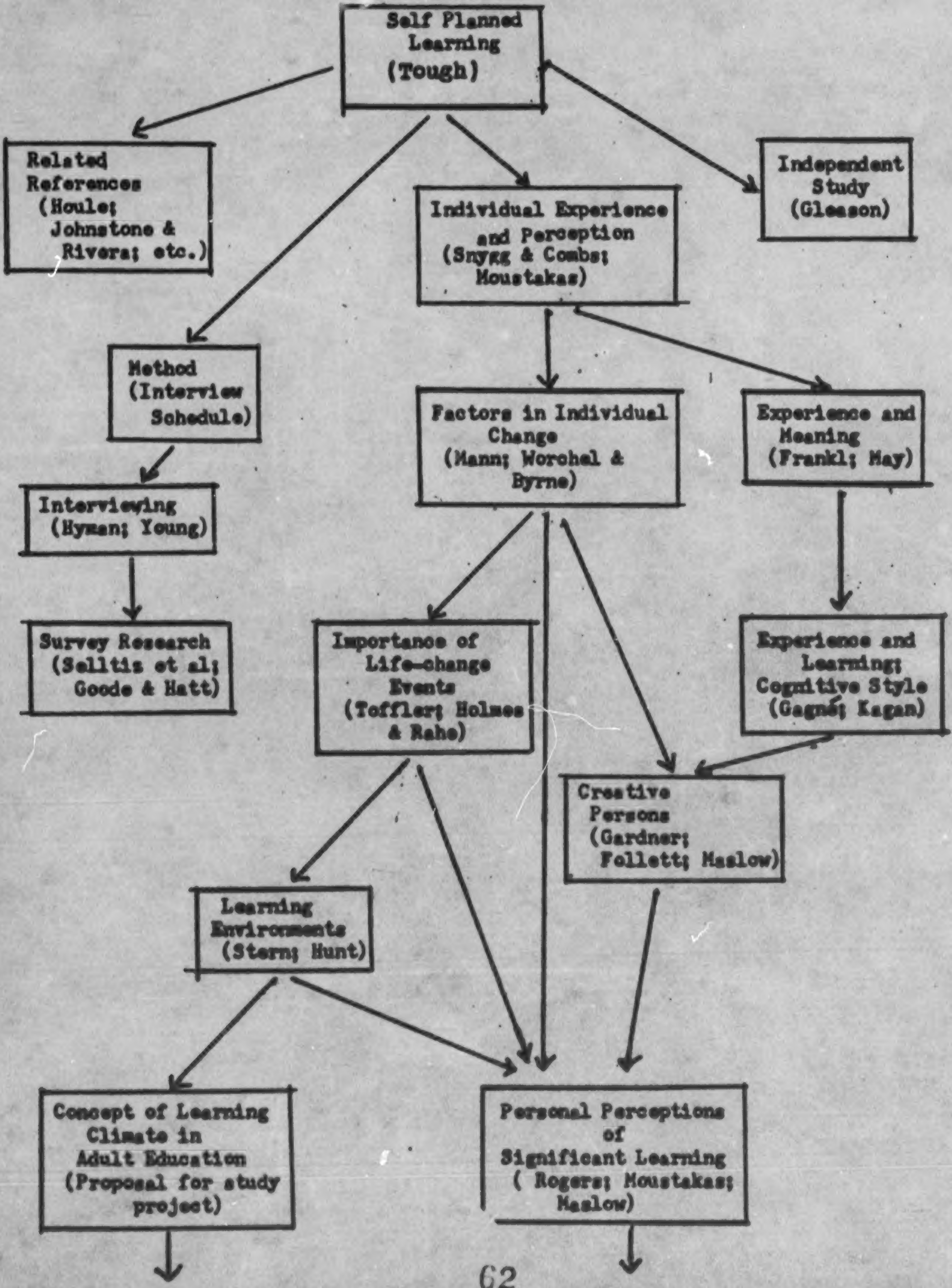
Science; astronomy; man in space.
Health; physical fitness; posture; clothes; appearance.
History; geography; travel; some region, city, or neighborhood.
Personal finances; savings; insurance; investing; purchasing something.
Psychology; effective relationships with other people; groups; leadership; social skills.

Typing; data processing; mechanical skill.
Some personal problem; mental health; an emotional problem; an illness or medical condition.
Various careers; choosing an occupation; finding a job.
Gardening; landscaping.
Something related to a job or responsibility or decision.

Musical instrument; singing; music appreciation.
Professional or technical competence; sales skills; how to teach or supervise.
Some aspect of religion; ethics; philosophy; moral behaviour.
Current changes in society; the future; problems in cities; pollution; sociology.
Dating; relationship with the opposite sex; manners; marriage; relationships within the family.

Art; painting; architecture.
Business management; economics; business.
Sensory awareness; human potential; communication; understanding oneself; efficiency
New techniques; a new way of doing something; an innovation.
English; French; some other language.

THE PATHS FOLLOWED IN ONE LEARNING PROJECT (David Yule)


Self Planned Learning (Tough)
Related References (Houle; Johnstone & Rivera; etc.)
Independent Study (Gleason)
Individual Experience and Perception (Snygg & Combs; Moustakas)
Method (Interview Schedule)
Interviewing (Hyman; Young)
Survey Research (Selltiz et al; Goode & Hatt)
Factors in Individual Change (Mann; Worchel & Byrne)
Experience and Meaning (Frankl; May)
Importance of Life-change Events (Toffler; Holmes & Rahe)
Experience and Learning; Cognitive Style (Gagné; Kagan)
Creative Persons (Gardner; Follett; Maslow)
Learning Environments (Stern; Hunt)
Concept of Learning Climate in Adult Education (Proposal for study project)
Personal Perceptions of Significant Learning (Rogers; Moustakas; Maslow)

WHAT WE CAN DO TO SUPPORT ADULT LEARNING

1. HELP PEOPLE CHOOSE WHAT AND HOW

(a) through groups

(b) through individual counseling

(c) through printed resources
  - -- encouragement and advice
  - -- broad panorama of possibilities
  - -- diagnostic

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2. HELP THE INDIVIDUAL DEVELOP COMPETENCE
(through group programs, individual counseling, and printed materials)

(a) competence at planning

(b) competence at learning individually
  - -- reading
  - -- listening
  - -- using the media
  - -- travel

(c) competence at helping others choose and learn

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3. PROVIDE INDIVIDUALIZED LEARNING RESOURCES

(a) provide tapes, programmed instruction, correspondence, and other "individualized instruction"

(b) help people find a teacher or a partner for learning

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4. COURSES, CLASSES, WORKSHOPS ------ REAL-LIFE LEARNING

(a) increase choice of how and what to learn

(b) simultaneously increase personal help

(c) decrease emphasis on credit

(d) regard teachers as learners, and help them improve

(e) other suggestions: chapter 14 in The Adult's Learning Projects

SELF-DIRECTED PROFESSIONAL DEVELOPMENT: WHAT IT IS AND WHAT IT OFFERS

by Marvin Parrish

Self-directed learning implies that the learner decides what he or she wants to learn. Furthermore, the learner takes responsibility for the content, process, and evaluation of the learning. The question may then be: Why should I get involved with Growth Associates and a learning structure imposed, paradoxically, from without? Simply stated, the Growth Associates continuing education program is designed to teach participants how to be self-directed learners. In addition, we seek to evaluate the effectiveness and feasibility of this readily available strategy as a professional development tool. A major question has to do with whether self-directed learning experiences can be justifiably accredited or recognized in any formal manner.

Self-Assessment of Professional Status

A key initial focus for each learner is a critical self-examination of where one is professionally and where one wants to go. Although for some this assessment in itself could constitute a major learning effort, it is assumed that for most of us it will provide a rationale and direction for a sequence of learning experiences to follow. The focus on this self-evaluation may be as broad as one's career or it could be more narrowly concerned with specific job roles and performances. The acquisition of self-evaluation and goal assessment information and technology by participants should extend beyond the period of direct association with Growth Associates. The object is to help us establish a pattern of life-long, self-directed inquiry.

Organizing Professional Development Commitments

A participant in the Growth Associates staff development program will bring his or her educational efforts into a public arena by stimulating decision-making and public commitment and by providing opportunities for participants to cross-validate and cross-fertilize their learning plans and experiences with those of others. Moreover, participants will be asked to formulate working contracts with others in order to enhance the maintenance of productive and mutually rewarding learning experiences. It is anticipated that such working agreements will be reached between the individual learner and at least two of the following resource persons: (a) a learning facilitator which he or she selects, (b) a content resource specialist of his or her choosing,

(c) an employer or supervisor, and (d) Growth Associates program personnel. In short, the process involves developing a workable plan, enlisting whatever support it needs, and making a commitment to pursue it.

Substantive Professional Growth

The expansion of the individual professional's knowledge base and skill repertoire represents the major thrust of the program. Growth Associates will provide either direct access to needed material resources and expert content resource persons or help participants make the necessary link-up with such resources. In addition, provisions will be made for on-the-job applications of learning which will include both careful monitoring of progress and evaluative feedback. More traditional learning formats (e.g., workshops, formal coursework, private tutorials, outside supervision or consultation, etc.) will become a part of the overall self-directed learning plan.

Career Advancement

Although the Growth Associates program cannot guarantee career advancement for participants, such opportunities should be available to learners who make a substantial commitment to their learning venture. Possibilities would include potential job advancement through promotion or salary increase, career change through the development of new interests or skills, and progress toward meeting professional certification or continuing education requirements.

CONTINUING EDUCATION: ESSENTIAL FEATURES OF AN ADEQUATE MODEL

by Dean Kliewer

Before we consider a taxonomy of features required of an adequate continuing education model, it may be good to ask whether we could recognize an adequate model if we saw one. Countless exposures to deliberate educational process may have so thoroughly conditioned us that we are unable to step back and assess the basic validity of training processes which come our way. What might we consider to be the essential features of an adequate continuing education model? What needs to be there to get the continuing education job done?

In the sections below we will consider first the curriculum design. We assume that an adequate continuing education model may have similarities to traditional curricular design. But we are suggesting that an adequate model need not take the form of a college or university with its campus complex, academic calendar, tenured faculty, and content oriented departments. We propose that these normal educational accouterments may not be essential.

Secondly, we will examine the character of an adequate administrative structure for continuing education. Consideration will be given to the possibility that continuing education programs may require neither formal educational institutions (colleges and universities), nor organized workshops or courses. We do assume that some administrative structure is essential. But what form should it take? What administrative structure does an adequate model require?

In our consideration of both curriculum and administration we would do well to remember that we are not talking about basic education. The focus is on continuing education: a lifelong educational process which will help maintain educational growth and development.

The population group for whom this discussion is prepared is exceedingly broad. Lifelong educational effort is required of anyone who has completed a basic educational program at the college level.

Curriculum Design

What is essential for educational service delivery? Where is the focus in the educational venture? What is to be studied? Who is to engage in the study? What process do the students enter and move through? And how is student progress measured?

Here we are seeking to stand back and ask about the essentials for maintaining learning among motivated learners. The typical answer to a curriculum question involves a specification of courses of study, a schedule indicating when those courses will be offered, and by what instructor. We further consider here whether those items are essential for our curriculum.

Learner As System Focus

In an adequate continuing education model we are proposing that the learner be seen as the central educational resource. We submit that educational functions should be constructed around the learner rather than around a learning environment like campus buildings, a classroom, or a particular subject or content focus. If the learner is seen as central, education can happen wherever the learner is.

What would it mean to put learner needs first rather than the needs of an educational system? What does a lifelong learning support process require?

Just as the learner has his own respiratory system, his own circulatory system, and his own mental processes, we are suggesting that the learner carries with him the basic environmental structure for learning. The learner does not necessarily need to go to a specific location for learning to begin. He carries his educational needs with him. If a lifelong educational system is seeking to meet those needs, the curricular design would be focused on meeting those needs in the environment where the learner exists.

To keep the learner as the focus of the educational system we are suggesting that only one curricular ingredient is absolutely essential: an individual learning contract. We are proposing that the heart of a curriculum design for an individual learner is his agreement to learn a specific skill, master some knowledge base, or add a definable performance function to his list of capabilities.

Content Or Subject Focus

Regarding the content to be studied, an adequate continuing education model would need to have a completely open content capability. Students would select content arenas in accordance with their needs at any given time. A student would not go to a list of courses offered and decide which ones are required or elective for him. Rather he would go to his needs and determine specifically what would be of most benefit to him and articulate that learning objective, that learning content which will meet that felt need.

Thus an adequate model for continuing education or lifelong learning would not be built around any specific content categories. Content categories would be limited only by the interest and specifications of students.

But this freedom would not necessarily be absolute. For example it may be necessary to see the content determined partially by resource persons available to the student. Other resource helps at hand, learning readiness, external constraints on the individual learner, current interests, and job related requirements may well be the significant determinants for content selection. However an adequate lifelong educational model would not be restricted by an arbitrary list of content courses available in a particular location.

As for instructional resources, learning content limitations would be partially dependent upon the availability of a faculty resource equivalent or content specialist. The administrative structure in which such a person would work is discussed in the section below.

Without a doubt instructional resource persons might find some group based classroom input sessions or lectures as desirable if persistent requests from students warranted such group meetings. Basically instructional resource persons would be selected by students rather than having students come to the resource persons.

The possibility of a clearing house function provided by a library or educational institution certainly would seem desirable. Instructional resource persons would serve as mentors for individuals who form a contract. That contract could involve an extended relationship between the student and the faculty member. The faculty member becomes a private entrepreneur with the student as contractor. The student proposes a contract which the instructional resource person accepts, modifies through negotiation, or rejects.

In content arenas where large numbers of students elect to investigate the same matter, formal courses or group tutorials scheduled by students may well serve a significant purpose.

Subject Focus

In an adequate Continuing Education model, subject matter selection would not be in the hands of an institution, school, or department. Rather content selection activity would be determined by the wishes of the student. Such a curriculum format would reverse the normal continuing education course preparation process.

The usual process is for a teacher or teacher-related institution to project a need for which a course is offered. Students have the option to respond or not respond. Considerable promotion often is necessary to let potential students know about the educational resource being offered at the particular time and place. By placing responsiblity on the student for selection of content, students seek our resources. Faculty members simply respond to requests for their speciality skills much as a management consultant or a plumber responds to requests for help.

Students

The student population in the adequate continuing education model includes anyone who is willing to make a learning contract. For continuing education purposes, the student population would be limited to those persons having completed a basic college degree program. Such a program may be at the bachelor's level (e.g., nursing) or it may involve advanced graduate training or professional preparation at the master's or doctor's degree level.

Educational level requirements also would be absent if the model is applied in its most general form. No prerequisite would be mandatory, although particular applications of the model could involve prerequisites. The most frequent prerequisite probably would be the definition of basic education. For nursing the definition is the R.N., for social work it is the M.A., for medicine it is the M.D., for psychology it is the Ph.D. In many applications the definition might be a state license or other recognition.

As for the employment status of students, the model would mandate no work role restrictions. Students should be eligible to enter the learning experience regardless of full or part-time work, and regardless of work locale.

Employment activity might tend to limit the amount of energy devoted to the learning. But when one is speaking of lifelong learning, the luxury of total dedication to educational activity typically is unrealistic. Thus an essential ingredient of an adequate continuing education model is the freedome to pursue educational goals in the contest of a work environment.

We should be able to serve both employment based education objectives and non-employment based educational objectives under the adequate CE model. It should not be required of participants in an educational venture that their employment context provide a sanction for their learning experience. However, it is probably that much of the continuing education that would be experienced by students under the model would occur in work related contexts.

Yet the model should be flexible enough to permit continuing education activity to occur at home or in other non-work related environments.

Educational Process

The curriculum we have described thus far involves a great deal of freedom in terms of content, learning context, and student population. We are suggesting that the educational process also be highly flexible. However it would be necessary that certain structural components be included in the process. Here we are particularly considering educational goals, learning resources, task organization, academic calendar, and learning pace.

As we have seen, the basic ingredient in the curriculum design is an educational contract prepared, managed, and completed by the student. However, any organized learning process needs considerable structure in order to allow it to operate. As we think of the process of learning in the adequate continuing education model we basically are considering the nature of the individualized contract negotiated by the student. The contract would need to include at least the components outlined in the following paragraphs.

Learning contract goals would need to be defined sufficiently to answer two basic questions: What is it you want to do? How is it you would know if you did it? In effect the goals for the educational venture would need to be specified in sufficiently operational terms to permit one to make a judgment about whether or not those goals were attained. All of the literature on goal-setting and the development of institutional objectives is relevant to this goal specification task. Consequently the first and basic skill of the student engaged in such educational process is some knowledge of goal-setting. Organization of a hierarchy of goals, the identification of sub-goals or intermediate objectives, and the definition of process steps or methods for the attainment of goals would all be a part of the goal-setting task.

The student also needs to identify those human resources for learning which enable the learning task to be approached. Such resources include at least three role functions. The first we have come to call a learning facilitator or supportive process guide; the second is content resource person who could help evaluate the proposed learning curriculum and proposed method for outcome assessment; the third is an institutional resource person.

The organization of a logical sequence of tasks to be accomplished also is desirable. As for time issues, some academic calendar equivalent also would be required. Although the educational activity may begin and be completed at any point, it would be desirable for all involved that the learner specify a beginning point and an end point for each particular learning experience.

It is assumed that progress pacing and individualized learning speeds would be set as part of the process contract. A person who has three hours per day during the week to devote to the learning activity may be able to move more rapidly than the person who has three hours per week. The study and preparation time requirements would differ greatly in terms of previous level of preparation and the other responsibilities of the student during the contract period.

Goal Attainment Evaluation

In accordance with the evaluative paradigm described by Thomas J. Kiresuk (1968), formerly of the Henepin County Community Mental Health Center, evaluation of student performance would be built around a goal attainment scaling design.

To evaluate the progress of a student for the attainment of his defined goals, specific criteria of goal attainment would be identified as part of the learning contract. As much as possible these evaluation criteria would be based upon performance competency rather than on less measurable characteristics.

Summation

Thus we have considered the curriculum design for an optimal continuing education model. The design does not require a heavy investment in brick and mortar, nor does it require that a large resource pool of professorial types be available to the student. Rather the student is required to seek out a person who has the skills and abilities in the arena of his learning choice. This person then monitors the contract formulation and also evaluates the learning outcomes.

Goal attainment manifested subsequent to the training experience provides the primary measure of educational achievement.

Thus we are describing a completely individualized and non-group or classroom oriented educational model as the one which will best serve the interests of continuing education or lifelong learning.

Institutional Structure

What kind of administrative format is essential for delivering an educational service? How is the supportive work for a learning enterprise to be organized and conducted? Do we still need to think of brick and mortar and faculty personnel in the same sense that we know it at the university and college level today?

In this section we look first at the administrative structure required of an adequate continuing education model. We explore utilization of faculty; the necessity for facilities; the requirements of economic support; and the essential need for recognition or sanction of the educational work.

In any enterprise it is desirable to streamline overhead expenses in order to perform the service function as adequately as possible for the most reasonable cost. In the section on administration we will see that an adequate continuing education model may be able to support activities at a reduced cost for physical facilities and other administrative overhead.

Administration

We are suggesting that an adequate continuing education model must function under the essential ingredients of responsible management: planning, organization, supervision, and control. The administrative task is there no matter what kind of model is used. However, we are contending that the administrative task potentially may be reduced under the curriculum described above.

The basic issue for an adequate continuing education model is that learners receive the support of persons invested in their learning goals (learning facilitators, content resource persons, or organizational representatives). It is also essential that learning support resources be maintained in an organized manner which will make them available to the students who require those resources.

A preliminary assumption for administration in an adequate continuing education program is dedication to the educational model. In continuing education as we now know it, administrators are committed to the assumption that course offerings, academic calendars, classrooms, and instructors are the basic ingredients of the program. Accordingly, it would be assumed that any administrator conducting a continuing education program of the sort described in the curriculum section would be committed to the notions put forth in that section. This administrator would be committed to connecting learners with learning facilitators regardless of subject matter focus and with the emphasis on individually tailored learning programs built around student contracts.

The administrator in an adequate continuing education program would be dedicated to generating and maintaining those essential resources rather than campus-based resources. Such an administrator would be committed to the philosophy of a university without walls, a school without a schoolground, a learning environment which is identical with the existing environment in which the learner lives.

Such a philosophy of educational administration would require thinking in terms of systems and networks of relationships among a wide variety of persons in and out of formal educational settings. Such an administrative domain is not nearly as orderly and controllable as the more typical educational structure.

The administrator would become a collaborator, a consultant facilitator, a purveyor of interlocking contracts and agreements among autonomous independent entrepreneurs who are both students and educational resource persons.

The administrator of an adequate continuing education program could not rely on faculty members wholly dedicated to his operation. He could not rely upon facilities which he controls or which are dedicated to service in the institution of which he is a part. He would need to find himself relating to the professional, industrial and general community systems in his catchment area in an entirely different way from the traditional continuing education program administrator.

In the sections which follow we will consider the character of the administrative task which we are projecting in terms of faculty relationships, required facilities, economic support, and recognition or sanction for educational activity.

Faculty

We have seen in our curriculum section that faculty members may well be designated as content resource persons or learning facilitators. Their appointment to service would not be determined primarily by the status they held through formal degree programs or by their bibliography of publications in learned periodicals. A faculty member would need to be attractive to a student in terms of potential for facilitating the attainment of specific learning objectives.

If faculty selection is student controlled, faculty members would come from a wide diversity of backgrounds. Individuals from organizations remotely associated with education might be selected as faculty members as often as those from educational institutions.

Faculty training would become a process of developing competence in particular specialized arenas which are salient in terms of student choice. Students would tend to select content resource persons from among those who have completed learning contracts in the system. Thus the continuing education program would build its own faculty resource pool in the arenas of student interests.

Criteria for approval of faculty members in terms of an institutional standard would need to be developed. Student selection of faculty members would need to be verified by the program administration according to a judgment made by persons knowledgeable in the content arena selected by the students. But since the learning contract is between student and content resource person, the educational organization would not need to dedicate large amounts of money to the procurement of faculty members in every conceivable subject matter arena.

In a real sense, the entire structure we are considering would cause the faculty member to become an entrepreneur in the same sense as any community worker who has a service or some special knowledge desired by someone else. This arrangement would necessarily decrease the security agreements which faculty members have with institutions they currently serve. Faculty would have no tenure. A faculty member who is not chosen by students would need to engage in some activity other than participation in the continuing education program. However, it is conceivable that as continuing education activity proliferates, some faculty members might well establish a network of services to students to provide sufficient income for a major commitment of their time.

It is obvious that faculty members might well utilize the continuing education system in the same way that other students do. Faculty members would be engaged in learning activities with other persons serving as their content resource. Thus, undoubtedly, faculty and students in the learning system would tend to overlap considerably. Some persons in the system might be students more frequently than faculty members, while others might be faculty members and only occasionally a student. Obviously, students and faculty would also tend to be engaged in other full and part-time work related activities either directly or indirectly associated with their student or faculty function.

Economic Support

It should be obvious that the above discussion of administration and faculty raises many questions about the economics of the educational system being suggested. It is certainly unrealistic to assume that educational functions can occur without any costs. Where a program exists, finances will be needed to support a variety of institutional functions.

But in projecting the administrative basis for an adequate continuing education system, we are emphasizing the utilization of a free market concept. We are projecting supply and demand features which are more like a free enterprise system than a closed and controlled market context. Rather than assembling resources in terms of personnel and facilities and then seeking to direct these resources to serve educational needs, the model we are suggesting would identify the need and franchise the student to pursue the meeting of those needs in a context of free bargaining and negotiation.

Supply and demand characteristics of the environment would become apparent immediately. A content resource person selected by a number of students to fulfill a similar content resource need would be confronted with a choice to expand the time he allocates for such need meeting or to restrict the number of students with whom he contracts. If a content resource person attaches too heavy a cost to his participation with a student, the student may go elsewhere for his content resource help.

The direct selection process by a student and the control which the faculty member has on the demand for his time would greatly influence the cost of the negotiation process between student and content resource person. Individual negotiation skills and agreement-making between student and content resource person would become a highly significant aspect of the economic system. Heavy demands for content resource persons in a particular arena would cause learners to concentrate on that arena in order to develop content resource skills which are favorable in the free market context.

Student fees would include contract agreements with content resource persons and other system participants. Because the student population served by the continuing education program assumes that each student has passed his journeyman or basic educational requirements, student aide requirements are decreased. Educational costs for continuing education functions traditionally are borne by students or employers. An adequate continuing education model would not basically alter that economic structure. Thus, it would be assumed that student fees or fees for service would support the educational ventures.

However, where government is interested in continuing education goal attainment, governmental support may be available. Industrial and other special interest may well desire to promote a continuing education function and consequently may be willing to invest in the support of such educational enterprise.

An example of a greatly simplified economic support function for an individual student with his learning contract is provided below. Such an economic arrangement could probably accommodate any number of students in a city or rural community context.

A basic advantage is the fact that administrative support functions and other forms of overhead for the program would be based on the number of students who enter. As student numbers grow, the need for administrative collaboration and sport functions would increase. A miniature program with only a few students could be maintained by part-time administrative personnel.

Facilities

Here we will consider two sorts of facilities needs: campus/classroom needs; and library/resource center needs. A basic assumption is that while campus/classroom needs will be reduced in an adequate continuing education model, library/resource needs will be greatly increased. If the learning process is individualized, greater attention will need to be given to the resource environment available to the individual learner. Rather than a need for learning space and large classroom, the need for access to individual learning aides will be greatly increased.

Campus/Classroom Needs. An adequate continuing education model would require that groups of students interested in similar topics be able to communicate with each other in meaningful ways. Some classroom space for larger meetings would be essential. However, it would not be anticipated that classroom space would be the primary needs.

To be sure, facilities for laboratory space would be a requirement for those interested in the sciences. Human relations, and topics focusing upon human communication and interaction would require the availability of space for talking and sharing in small and intermediate size groups. The availability of space with carpet and movable chairs would greatly enhance such learning efforts. However, a variety of sources can be found for such sites.

Many organizations, institutions and agencies have facilities of the sort needed. We might assume that as the model is applied the utilization of industrial sites, agency sites, governmental sites, churches, and community centers would increase. It is doubtful that special facilities would need to be constructed for continuing education classrooms. We would expect that campus/classroom needs would be reduced for the adequate continuing education model we are projecting. However, for the library/resource center it is a different story.

Library/Resource Center. Ideally, the library/resource center represents the heaviest facilities need in the model we are projecting. If learning activities are mainly individual and only secondarily oriented around group activity, the emphasis on the learning experience shifts to a reliance on hard copy and media communication resources. Books, audio-visual aids, computer resources, and word processing/text editing capabilities become prominent. Thus, the development of library/resource centers might well be the major facility requirement for the application of our CE model.

To be sure, one would not need to duplicate many of the facilities available in population centers. Current university libraries provide excellent resources for the sort of thing we are describing. However, in rural or sparsely populated arenas a great deal of innovative thinking would need to be applied as to how the sort of benefit available in university resource centers could be extended to the rural or small town. In rural contexts computer inquiry capabilities, the existing postal system, and an expansion of the availability of audio-visual resources might facilitate the application of the model.

Word processing/text editing capabilities have greatly expanded during the past five years. They have enhanced the capacity of individuals and groups in the area of printing and publication. A variety of audio-visual media communications capabilities are fast enhancing and supplanting the existing broadly used audio tape cassette. Almost every home has some kind of audio tape equipment by now. Almost every home has a television set. Hundreds of thousands of computers are being sold for home use. Computer inquiry capabilities and remote teletype terminal capabilities are fast becoming available to the individual home. Such facilities will make possible the transmission of essential information to remote sites in ways that can enhance the limited facilities for persons living in rural areas.

Recognition/Sanction

One final institutional structure is an essential ingredient of an adequate continuing education model. Formal sanction or recognition of the educational activity is mandatory if the institutional structure we are projecting is to become viable. The basis of such a structure already exists. Licensing boards at state levels and those administered by professional organizations already provide for recognition and sanction of continued learning.

Even more significantly, the most essential ingredient is the definition of learning progress in terms of competency standards. Rather than defining learning progress in terms of semesters of experience or degree fulfillment, the question must be; is the person competent or able to perform the function demanded in the performance arena relevant to the learning program? If competence is the criterion, competence would become the criterion of faculty status and student progress, as well as student goal attainment.

A TAXONOMY OF CONTINUING EDUCATION MODELS

by Dean Kliewer

A classification system for continuing education models is introduced. Three basic categories are identified: teacher oriented models, context oriented models, and learner oriented models. Distinctions among the classifications are made in terms of who controls the educational process, the location for educational experience, and the differences in primary goal. One of the learner-oriented models is highlighted (self-directed learning) because of its life-long learning posture and its general application to all the models included in this taxonomy.

Introduction

Continuing professional competence is a watchword today for mental health professionals as well as other human service workers. More and more employers, consumers, supervisors, and line staff workers are recognizing that an education in one of the human service fields becomes obsolete within a few years if the professional does not continue his/her learning after he/she leaves the university. Continuing education requirements are becoming a mandatory part of licensing, certification, and job competency renewal processes.

Mandatory education experience and the concomitant perfunctory compliance syndrome is about to envelope the ranks of the mental health and human service disciplines in much the same way as has become the norm for elementary and secondary teachers. If continuing professional competence is the goal, and an educational process is a requirement for attaining the goal, it is logical to ask whether some models exist for accomplishing the continuing education objective. Three primary models are identified here as a basis for the proposed classification scheme. The models are distinguished in terms of their orientation toward teachers, contexts, and learners.

The basic taxonomy is displayed on page 70 of this paper. The three basic models and twenty subclassifications are listed there. We will examine each in sequence.

Teacher Oriented Models

For the purpose of this discussion, we define teacher oriented models in terms of a teacher controlled educational process, typically classroom based, with content coverage as a primary goal.

College/University Curricula. The college or university course is the paragon of this model. Course structure typically is built around a content learning goal with the course description prepared by an instructor. The teacher also prepares a syllabus which includes instructions on reading material, and a description of the

TAXONOMY OF CONTINUING EDUCATION MODELS

A. Teacher Oriented Models: Teacher controlled educational process, typically classroom based with content coverage as a primary goal.

1. College/University curricula
2. Workshops, short courses and extension curricula
3. Laboratory study
4. Individual tutorials
5. Programmed instruction
6. Computer assisted instruction
7. Self-paced instruction
8. Personalized instruction
9. Study tours
10. Correspondence study

B. Context Oriented Models: Agency controlled educational process, typically work setting based with work competence improvement as a primary goal.

11. Inservice training
12. Apprenticeships
13. Residencies, internships, externships
14. Supervision
15. Consultation
    a. case oriented
    b. staff development
16. Staff exchange

C. Learner Oriented Models: Learner controlled educational process, typically nonclassroom or work setting based with personal/professional development as a primary goal.

17. Experience based learning approaches (T-group and other strategies which permit participants to pursue their idosyncratic objectives)
18. Independent study
19. Thesis/dissertation study
20. Self-directed study

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content "to be covered". Typically, the teacher gives grades which provide a comparative index of adequate performance among students who take the course in a group. Usually the group gathers at structured meeting times in a classroom setting.

Workshops, Short Courses, and Extension Curricula. Although most college courses tend to last from 10 to 18 weeks, workshops and other short course activity tend to concentrate the learning experience in a few hours or few days. The classroom experience is extended to five to ten hours during the day in order to "cover much of the same ground" as would a semester course meeting an hour or two per week. University and college extension division courses are structured in much the same manner. However, the location of the short course or workshop may less often tend to be at a university center.

Laboratory Study. Basic chemistry or biology laboratories typically supplement and strengthen the learning process conducted in the regular classroom. Opportunity to experiment with the subject matter through direct observation or experimentation is the focus. More and more laboratory courses are being developed for a variety of nonphysical science fields. The usual laboratory study assignment has everyone in the class conducting the same or very similar set of operations to underscore and strengthen the content oriented learning.

Individual Tutorials. A focus on remedial preparation or the fulfillment of deficiencies typically characterizes this model. Even though the individual is the focus for this model, tutorials tend to be content oriented, with an emphasis on the instructor as planner and conductor of the educational process.

Programmed Instruction. Programmed courses place an even heavier requirement on the instructor or the materials preparation task. Content learning objectives are very clearly defined and the learning process is broken into discrete steps. Assessment of learning attainment and immediate feedback to the individual represent major advantages of the programmed instruction format. But the opportunity for alteration in a fixed tragectory is very minor. A programmed course is highly pointed and is oriented toward the overlearning of a relatively stable content arena.

Computer Assisted Instruction. A natural extension of programmed instruction utilizes a computer terminal as an instructor substitute. Information is provided to the learner and the learning is assessed through objective test questions. Computer memory capabilties and the complexity of branching program routines permit computer assisted instruction to cover a broader content base, at least theoretically. But like the programmed textbook, the instructor visualizes the computer assisted instruction processes in advance and gives the learner the opportunity to explore the limits of a mechanical tutor.

Self-paced Instruction. Here, a carefully prepared curriculum is again broken into discrete steps with members of the classroom proceeding on individual schedules. Again, the objective is content mastery. The primary advantage is the accomodation to a variety of learning speeds among a group of learners.

Personalized Instruction. This refers to the Keller method which, like programmed instruction, requires extensive curriculum preparation on the part of a teacher. Subject matter components are broken into discrete units which can be repeated often enough almost to guarantee learning at a given level. Personalized instruction curricula have been prepared for almost all traditional college subject matter areas. The Keller method is in use throughout the world after less than fifteen years.

Study Tours. Tours to domestic or foreign areas may be included here because they most often define a specific content focus (cultural, linguistic, geographical, etc.) and begin with tour guide planning. A great many study tours may be described as moving classrooms with some tutorial features.

Correspondence Study. Of all the courses oriented models, correspondence courses perhaps serve more people than any of the other models except for university or college curricula. Correspondence courses typically utilize carefully prepared curricula, syllabi, reading lists, and textbooks. Persons taking a correspondence course may never see the teacher, but complete study units at their own schedule, receiving feedback through the mail. Written productions in response to questions or topical writing assignments typically are graded by hand. Correspondence courses have been shown to be highly versatile and highly effective, particularly for persons in remote localities, shut-ins, people in prisons, and others wishing to maintain their educational growth without moving to the university and without taking classes on a regular schedule. Personal discipline and commitment to follow through are the main requirements.

Context-Oriented Models

A context oriented educational model is defined in terms of an agency controlled educational process, typically based in a work setting with work competence improvement as a primary goal. Most often such models involve a required educational process. The company, organization, or agency mandates the educational experience in order to facilitate the pursuance of organizational objectives. At least six versions of what we are calling context oriented models may be identified.

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(1) Inservice Training. A large number of organizations and agencies provide educational opportunities for agency personnel. Instructional curricula are provided in content areas deemed essential for employees. In mental health contexts, basic information about personality theory, therapeutic intervention methods, and clinical service policies routinely are offered. The orientation often is to new employees, those without sufficient work experience, or those who have had little academic training. Inservice training courses typically do not involve a cost to the participant, and they may be offered during regular work hours.

(2) Apprenticeships. One of the oldest educational strategies in the world is simply to put a novice alongside an experienced worker for a given time. Fathers in ages past used this method to teach their sons the trade through which they earned their livelihoods. In the context of actual work experience, a person learns more and more of the processes required. Almost any work activity may be learned on an apprentice basis.

(3) Residencies, Internships, and Externships. Residency programs for postdoctoral trainees, predoctoral internships, and other variations called externships are the professional version of an apprenticeship. Students in these programs often assume work responsibility in the arena where the learning is desired, e.g., the student physician in a hospital. At other times classroom or small group learning contexts support the work experience.

(4) Supervision. An almost universal educational mode is the association of a less experienced worker with a more experienced supervisor. In the professional mental health context, the supervisor often spends one or two hours per week with the supervisee, during which times the work experience is reviewed and instruction and information are given in the form of an individual tutorial. Sometimes supervision is done in a group context with the same goals and similar methods.

(5) Consultation: Case Oriented and Staff Development Oriented. Consultation educational strategies are much like a supervision process except that, typically, no line staff authority is assumed by the consultant. The consultant simply makes available his/her training and experience and himself/herself to the consultee. Case oriented consultation involves a focus on the consultee's case (e.g., psychotherapy process, group psychotherapy activity, or administrative responsibility). The consultant offers reactions to the data presented by the consultee. Staff development consultation typically involves activities much like inservice training. However, the posture of the consultant again tends to be different in that he/she is an outsider who has no direct responsibility for the consultee. The consultant often comes

from outside the organization, while the inservice training model usually involves a teacher or trainer from within the organization.

(6) Staff Exchange. This educational process is discussed much more frequently than it is put into practice. The idea is that a person from one agency or division exchanges roles with the person from another agency or division as a way of exposing each to the educational stimulation of the new context. Staff exchange processes can be very beneficial. However, considerable inertia in staff roles makes it difficult to enact exchange processes even under favorable conditions.

All of these context oriented models (except the last one) most often are prescribed by the agency or organization. The learning is seen as desirable first from the perspective of the organization.

Learner Oriented Models

What we are calling learner oriented educational models involve a learner controlled educational process, most often nonclassroom or work setting based with personal/professional development as a primary goal. A basic characteristic of these models is that the specific learning is not teacher or organization prescribed. Learners are free to chart their own course within specified limits. The watchword is flexibility within an organized sequence.

Experienced Based Learning. This model originated in the T-group or in what is known as a human relations laboratory. Included here would be other active involvement or applied behavioral science approaches which seek to immerse learners in a situation which requires their total involvement and which relies on individualized goal attainment processes. As is true with all models, experience based learning contexts may well involve structured input, content oriented assessment processes, and trainer identified group goals. But the learning processes are seen as the responsibility of the participant and each participant conceivably will pursue similar but quite different learning objectives.

Independent Study. Independent study processes traditionally are initiated by the student who desires to forge outside a classroom context. An independent study may be a spin-off of classroom experience. But independent study often begins with a student and is shaped in consultation with the instructor who enables the student to fulfill study goals in his/her own way and in relative independence from the instructor. Independent study projects are seen as requiring considerable motivation and individual learning capability. Consequently, these are often upper level undergraduate or graduate curricular components.

Thesis/Dissertation Study. The thesis or dissertation study is a form of independent study which typically comes at the end of a degree oriented course of study. The objective is to give learners an opportunity to perform their own original research or engage in their own discovery process under the tutelage of an experienced content resource person. The product of the study is typically a paper which must be approved by a thesis committee. Committee members may criticize the study and make suggestions to the learner on improving the work in multiple revisions. The thesis/dissertation model has become the generalized pattern for research activity. The usual sequence is (a) a literature search, (b) a thesis or set of hypotheses (c) which is tested empirically or against an assembled body of evidence, and (d) conclusions which are drawn from the investigation. It is incumbent upon the learner to select his/her own thesis topic, but that topic must meet the approval of the thesis advisor and the committee. Consequently, even at the end of the doctoral program, the faculty members provide heavy involvement and guidance as thesis work is completed. Even a doctoral candidate seldom is seen as capable of truly independent investigation.

Self-Directed Learning. This model sees the learner as controlling both content and process in an educational experience. The learner relates to a facilitator who helps the student define work-related learning objectives, design a study curriculum, and then conduct and evaluate study goal attainment. The student may relate to a facilitating committee which responds to the learner's needs over time. Content specialists particularly skilled in relation to the learning focus also may be involved. The emphasis in the self-directed learning process is on life-long learning strategies and very deliberate learning processes with one educational focus following another. Independence of initiative and an inquiry orientation are central in this model.

The self-directed learning approach obviously might become a component of any other model. Classroom learning well may be facilitated best through a self-directed learning strategy. Any course-oriented learning process is perhaps, at root, a self-directed learning process, as is any context-oriented learning model. Self-directed learning is a continual process of learning without a teacher. A variety of teachers or content resource persons may be involved as may short courses, workshops, and classroom experiences.

CONTINUING EDUCATION SERVICE DELIVERY STRATEGIES

by Dean Kliewer

Eight strategies which may be used to promote continuing education services are identified in this brief chapter. In any single application, none of the strategies necessarily needs to be completely separate or discrete. Any strategy may be combined with any other. The following list identifies each strategy which is considered: educator oriented, consultation oriented, workshop oriented, media oriented, organization development oriented, evaluation oriented, media oriented, organization development oriented, evaluation oriented, self-directed learning, and the Ostrich/Lemming strategies.

Educator Oriented Strategy
(Trainers as Learners)

The paradigm for this strategy is the Western Interstate Commission on Higher Education (WICHE) structure. The object here is to provide services to continuing education people or the providers of educational programs. Direct continuing education service for mental health workers is not provided; rather, the focus is on training trainers.

Consultation Oriented Strategy
(Line Managers as Learners)

The best example is the Fort Logan program. There, Boris Gertz organized a program to provide continuing education to the line supervisors of various organizational units within Fort Logan. Similar meetings are also held with the supervisors of the welfare programs, ministers groups, groups of educators, etc. The idea is to help team managers do their planning for continuing education and in-service training functions. They offer few workshops or special courses, providing little direct continuing education opportunity for mental health professionals other than line supervisors.

Workshop Oriented Strategy
(Mental Health Center Staff as Learners)

The best example of this program for us is the Growth Associates Continuing Education program for Kansas mental health centers, as described in Chapter A. The typical approach is to do a needs survey and to select some specific content areas to be developed into courses which then are offered for mental health professionals. Although we have attempted to include process elements, like shared planning and shared course management, this workshop model in its most extreme form would simply set up courses to which people could apply for their continuing education experience.

Media Oriented Strategy
(Media as Learning Tool)

The primary focus of this model is on the preparation of literature, audio tapes, video, films, and special program materials for use in the continuing education of mental health professionals. The applicability of this model is very broad. Individual mental health disciplines may be served; interdisciplinary groups can benefit from similar media forms. Teachers, clergy, nurses, parents, or even the general public may be target groups as well.

Organization Development (OD) Strategy
(System Change Focus)

The focus here is on an organization-wide effort, or a longitudinal development process. The object is an in-depth examination of organizational continuing education needs. Specific continuing education programs are developed for components of a mental health organization. This kind of effort seldom is designed merely to meet continuing education needs. Issues like organizational structure, management processes, personnel needs, the work environment, and organizational tactics and strategy most often provoke OD efforts. The usual intent of the organization development approach is basic change in organization systems.

Evaluation Strategy
(Assessment/Feedback Focus)

An evaluation strategy is designed to expand knowledge about mental health education needs, dilemmas, and arenas for development. The evaluation model seeks to apply a goal oriented, self-corrective feedback process to a specific group of people in a system. The assumption is that knowledge, when available to a group of people, generates action. A further assumption is that change possibilities need thorough exploration. An evaluation approach assumes that we do not yet know enough about continuing education potential, effects, and payoff. Thus, this approach seeks to generate more useful data in the service of continuing education needs and goals. Program development is sought as well as staff development.

Self-Directed Learning Strategy
(Individual Focus)

The focus here is on individual educational needs and goals, especially the need to become a life-long, self-motivated learner. Contract technologies and group sessions designed to maximize the utilization of existing resources within an organization may be used to help center staff members realize job related educational goals. The emphasis is on proactive learning and intentional growth. Individually tailored learning programs which use readings, special learning packages, tutorials, as well as seminars, courses, and study groups may be involved. Division or departmental supervisors may serve as consultants to the individual staff member. An object here is to see the educational growth of the individual also meet organizational needs.

Ostrich/Lemming Strategy
(Cop-out Focus)

Continuing education also may be seen as a task where everyone is for himself/herself. No attempt is made to coordinate continuing efforts. This strategy springs from overly simplified assumptions about continuing education. For example, one assumption may be that a staff group has no need for educational growth. Another assumption may be that budget formulas restrict all possiblity for continuing education program development. An opposite frame of reference leads to similar outcomes. Some may see everything done in a work environment as highly educational. Thus, no educational focus is really necessary. "Because we are learning and growing all the time, we do not need to pay any attention to educational needs." Another assumption might be that growth and change are simply evolving - that whatever we do will not influence the process much, that planning will not help anyway. One last assumption is that we may see ourselves as hopelessly restricted. We believe that we can have little impact on our world. Such a view, of course, is akin to the "Ain't it awful" assessment of things as they are. Basically the ostrich/lemming strategy represents a kind of satisfaction with the status quo or a cynicism about change possiblities which leads to little development or growth in continuing education activities.

SUPPORTIVE ROLES FOR LEARNERS

by Dean Kliewer

Here we want to describe a number of roles which potentially can help a learner with the development, maintenance, and completion of a self-directed learning program. Of course, the primary role is that of the learner. But we are suggesting that at least four additional roles may be found useful: (a) facilitator, (b) institutional representative, (c) content resource person, and (d) Growth Associates program staff members.

We will discuss each of these roles in turn, recognizing that an individual learner may not necessarily utilize each of the roles. And some learners may emphasize some of the roles more than others.

Learner

We are calling the primary participant in the self-directed professional development program a learner. The program begins and ends with learner needs, interests, goals, and activities. The learner assesses his/her career track, educational needs, sets educational objectives, assesses resources (both material and personal), plans the learning curriculum, carries out development activity, sets criteria for goal attainment, and initiates an evaluation of the progress. The learner controls the educational process, but also may rely on persons occupying the roles described below for help and structure.

Learning Facilitator

In a classroom setting one of the functions of the teacher role is to stimulate and facilitate learning in the pupils. If the learner is controlling his/her own educational planning and activity, contact with another person who also is invested in the learner's goals and in hearing about learning process may have value. We are calling this the role of the facilitator. The facilitator is a kind of procedural guide. He/She is one who, though not necessarily proficient in the content which the learner is studying, nevertheless is seen as one who can (a) help the learner ask questions about the learning progress, (b) listen to the learner's descriptions of problems and experience in the learning activity, and (c) react to the learner's decision-making throughout the process.

Although this may not be true in all cases, a clear advantage would be for the facilitator to live or be physically adjacent to the learner so as to permit frequent interaction. The learner may not see Growth Associate project personnel for several weeks. Thus, contact with another person who also is invested in the learner's activity may well have value. For the learner who identifies more than one goal or even prepares more than one learning charter, more than one learning facilitator may be desirable.

While it is not essential for the facilitator to have content skills in the specific learning arena, there may be advantages if the content of the learning project at least represents a common interest on the part of both learner and facilitator. This may help the facilitator to be intrinsically motivated because of the potential that the facilitator will be learning along with the learner even though he/she is not the primary object of the particular learning activity.

During the charter development group sessions, an attempt is made to see facilitator role exchanges among participants. This may not always be possible; but if a facilitator role can be established as the learning charter is organized, so much the better.

One individual could play several roles during the same time period. A person may well serve as a facilitator for one learner, a content resource person for a second, and an institutional representative for a third. In addition, he/she may also be a learner.

Institutional Representative

The learner and the organization in which the learner works both gain distinct advantages if the educational goals of the learner are at least compatible with institutional goals. For this reason an institutional representative role embodies the concept that the employing institution is invested in the particular learning goal selected by the learner.

Advantages to the learner from this strategy include the possibility of institutional support in the form of leave time as well as financial support. If the institution is invested in the employee's growth, the institution may have ways to contribute directly in providing resources which will further progress toward the learning goal. Many organizations provide both educational leave time and staff development funds specifically for continuing ecucation or professional development. If the institutional representative sanctions the work related educational goals of the staff member, leave time and funds well may be made available in support of the goal related activity.

From the perspective of the institution, the institutional representative might be a departmental administrator, work supervisor, or continuing education staff member within the organization. If the supervisor is part of the educational planning process, i.e., if the institutional representative is assured that the learning objective fits institutional goals (long or short range), the educational venture takes on another dimension for both the institution and the individual.

Content Resource Person

The instructional help received by a learner typically may come from what we have chosen to call a content resource person. This person in many ways comes closest to the model of the instructor in a college or university course. His/her primary attribute is competence in the subject matter arena selected by the learner.

The content resource person may be a colleague or a person with specialized training which qualifies him/her to evaluate the projected learning curriculum, to facilitate the learning process, and to make judgments about learning goal attainment or level of competency on the part of the learner.

Depending upon the professional development goal, the content resource person may be either a teacher or a person who has never taught. If group therapy skills want to be learned, the content resource person may be a competent group therapist. Whether or not he/she has taught group therapy previously is of no interest. The question is simply, "Will the therapist help with the learning?"

Content resource persons may be very active in the learning process or involved only minimally at the planning and end point evaluation levels. If the learner is pursuing a study focus which is shared by one or more other learners, several learners together may be working as a group with one content resource person. Such a learning context may be seen as a small group supervision or consultation process.

Content resource persons are selected by the learner in collaboration with Growth Associates program staff. The responsibility for remuneration to the instructional resource person belongs to the learner. It is anticipated that some content resource persons may charge fees for their services while others may not. Obviously, if a significant number of persons in one area become involved with self-directed professional development activities, exchanges of role functions may be possible in some cases and might make financial remuneration unnecessary.

A major control function for the entire venture is served by the content resource person. At the very least it is expected that a content resource person will be involved in approving the learning plan and in evaluating the products or level of goal attainment accomplished through the work of the learner.

It should be evident from this brief description of role functions that an attempt is being made to provide structural support for the learner which will facilitate the learning goal attainment. In a classroom setting many of these same functions are served by teachers or fellow students. But it seems necessary for self-directed learners also to relate to a community of people who are supportive and facilitative throughout the learning process.

Growth Associates Staff

Although it is possible that a Growth Associates (GA) staff member may serve any of the roles thus far discussed, it is probable that GA staff members will serve a coordinating and program supervision role different from any of those already discussed. Staff will be highly visible and active in the early phases of the development of a learning charter. They also will perform clearing house functions for those persons serving in the various roles. If problems develop in the course of an individualized learning curriculum activity, GA staff members will be available for counsel and help.

Recording functions for learners as well as those in other program roles will be served by GA staff members. Since part of the reason for the project is an attempt to assess the value of self-directed learning as a service delivery strategy, careful records of learner planning and progress will be maintained. It also will be the responsibility of GA staff members to provide feedback to learners regarding both individual progress and the collective progress of learners in the program.

GA staff members also will seek to link learners with other persons who potentially could play the various roles. Because the National Institute of Mental Health and Growth Associates are interested in the development of a new kind of continuing education service, a number of organizational linkages and communication possibilities are introduced. One of these linkage functions is with agencies within the state of Kansas which grant recognition for continuing education activity. Professional examining boards, universities, and other educational institutions which provide credit for continuing education experience will be collaborating with Growth Associates in the development of standards and practices acceptable to those accrediting agencies.

GA staff members also will have the responsibility of assembling the data from learners, facilitators, institutional representatives, and content resource persons which will permit summary statements to be made about the effectiveness of the entire educational activity. Thus, participants at every level will be encouraged to communicate with GA staff members about the real concerns, problems, and values which emerge from the experience. Hopefully, the perspective of everyone involved will be represented.

FACILITATOR AND CURRICULUM IN SELF-DIRECTED LEARNING

By William Keeney

Two aspects of a self-directed learning experience require careful specification: the role of the learning facilitator and the design of a learning curriculum. Support for the learner is required even though the individual plans and conducts his/her own educational program. Learning seldom occurs in a vacuum.

In this discussion we first consider the role of the learning facilitator. Secondly, we examine the stages or process steps in the development of a self-directed learning curriculum.

The Facilitator Role

The educational system normally assumes a teacher-student relationship. The teacher either is the expert who transmits the knowledge or a guide who instructs the student in certain exercises. The student is to become proficient in the subject matter. The major responsibility is with the teacher. The question that formulates the process is, "What shall I teach?"

In self-directed learning the focus is shifted. The responsibility is on the person who wants to learn. The person may need help from a person who knows the process or who has information. The facilitator is more an aid to the learner than a content expert. The question is shifted to the student and becomes, "What shall I learn?"

The facilitator needs to be one who can create an atmosphere of warmth and trust, and must be ready to help the learner, without taking the responsibility away from the learner. The facilitator should be familiar with the way adults learn and should be aware of the components that go into a learning process. The facilitator should know how to help the person organize to accomplish what is desired in learning.

In the learning/helping process, the facilitator primarily will need to ask questions. The first question should seek to clarify the general purposes and goals of the learner. To be most helpful the facilitator may need to explore options to be sure the person has clarified the goals. The clear articulation of goals may help the person know where he or she is going. Ideally the goals and purposes should be as specific as possible. The person may have professional development or career goals related to the present job, a future job, or a change. The person may have personal development interests which can include behavioral changes, intellectual satisfaction, obtaining skills, or relating to other people. The purposes may be for self-fulfillment, for earning money, to serve clients, or to meet demands of an employer.

After clarifying the general purposes or goals, the next step is to state the learning objectives in specific and measurable terms. It may be helpful with each specific objective to ask how it will be evident that the objective is reached and what is most expected, what the person would be satisfied with achieving, and what would be less than expected as an outcome. While this task usually comes after determining the purposes and goals, the facilitator should be aware that it may be necessary to come back and add to or modify the objectives at later points in the process. Further work may help the person sense that the objectives are unrealistic or that some were overlooked.

Objectives frequently can best be measured if they are in quantitative terms. Qualitative objectives may be harder to express but can be put in terms of changed relationships, changed feelings about oneself or relationships, or in terms of new behaviors and levels of skills.

The use of the Taxonomy of Educational Objectives by Bloom and Krathwohl (1956 and 1964) including cognitive and affective objectives might help the facilitator know the range of options and the levels of achievement that can be pursued. Psychomotor objectives are not included in the works of Bloom and Krathwohl, probably because they are more easily identified and stated in measurable terms. The facilitator should be aware of them as an omission in the Bloom-Krathwohl taxonomies.

A third step in the facilitating process is to help the person fractionalize the problem and put it in some logical or psychological sequence. If one looks at the total task it might be overwhelming. If it can be broken down into smaller sub-tasks one can work at a piece at a time, it becomes more manageable. If you were told to eat 1,000 slices of bread, the task would appear to be overwhelming. However, if you eat about three slices a day, the task can be completed in a year with little difficulty.

When planning a developmental sequence, it is important to be aware of both the logical and the psychological factors. It may be obvious that you cannot accomplish certain higher level objectives without first accomplishing lower level objectives. You cannot divide unless you know how to add, subtract, and multiply at least at a rudimentary level.

But a strictly logical sequence may not be adequate to maintain motivation and give intermediary satisfactions. According to present understandings, the physical world is best expressed in mathematical terms. The building blocks of life are made from physical components. Thus in a strictly logical arrangement, a person should have mathematics to do physics; physics to do chemistry; and chemistry to do biology.

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But a strictly logical sequence may not be adequate to maintain motivation and give intermediary satisfactions. According to present understandings, the physical world is best expressed in mathematical terms. The building blocks of life are made from physical components. Thus in a strictly logical arrangement, a person should have mathematics to do physics; physics to do chemistry; and chemistry to do biology.

But a person who wants to do biology is unlikely to want to go through math, physics, and chemistry before doing anything directly in biology. Thus, it may be best psychologically to begin with some descriptive work in biology and then pick up the necessary theoretical formulations from the other fields as it becomes evident that they are needed for more advanced work.

In fractionalizing the problem, the facilitator needs to be aware of the amount and the length of time the learner may be ready or able to devote to the process. It may be important to modify the goals and objectives in terms of the anticipated available time. The person may need to set some intermediary objectives toward a longer range goal, and review progress and next steps as the intermediary objectives are accomplished. The time schedule also may be determined in part by the availability of resources needed, such as laboratory facilities, experts or field experiences.

Either simultaneously with, or as a next step to, fractionalizing the process, the facilitator ought to consider with the person the resources, materials, and methodology involved in the learning. Resources may be considered as persons, things, or experiences. Related may be the question of learning methodology.

If the objectives are primarily cognitive, it may be that a person with the knowledge may be the resource needed. If information is the primary objective, it may be that books, periodicals, or other such resources should be consulted. If it is skills and processes, it may be that the person can gain them through exercises. Some may be learned better in a laboratory setting, or some other setting where the experience is contrived for greatest efficiency and, perhaps, for less disastrous results from practicing skills before the person has achieved adequate competence. Still others may be achieved best in a normal work setting, or in some other full experience.

The modes of learning are diverse. Some are better suited for one type of learning, while others are better for another. A good facilitator should be acquainted with the range of possibilities and their advantages and disadvantages. The facilitator should help link the learner to the resources available and needed. To do so may require putting the learner in touch with an expert or other persons who know the experts.

The fourth step in the process will be to indicate how the learner will know when the objectives are achieved. If the learning objectives are specifically enough stated, the determination of the outcome should not be difficult. Academically-oriented educators generally think in terms of paper and pencil examinations to measure the outcome.

For certain kinds of learning, particularly in the cognitive realm, they may be the best means. For other areas, other means may be much more satisfactory. They can include performance tests, use of the judgment of experts, self-assessment, interviews, simulations, role playing, and product assessment. They may be particularly useful for experiential learning.

Tests and examinations have two major functions. One is to measure outcomes for certification of achievements. Thw other is as a learning device. It provides feedback for the learner. The same means may be used for both purposes. The facilitator can help the learner make maximum use for either or both of these purposes by being aware of the possibilities. Some may be used as intermediate checkpoints. Others may be at the termination of the process.

A facilitator can have a role in the initial structuring of a program of learning and in the continuing process. The discussion of the role to this point has been concerned primarily with the first task. A part of the structure where the learner is wanting to use a facilitator to develop the program can include a monitoring function in the process. Checkpoints can be built into the design. They may be at given time periods, at certain stages, or as the learner feels the need for further facilitating assistance.

The continuing function can include the need for feedback on progress as long as it either does not assume expertise which the facilitator does not have or it is in areas where the facilitator has the desired expertise as well. It can include a reevaluation of the purposes and objectives. They may need modification as the learner progresses. In learning processes which are multiple or complex, a person may discover that some of the objectives are unrealistic, or of lesser importance than earlier perceived. Persons may be inclined to abandon the total project because some aspect is no longer wanted or is impossible. By legitimating modifications and redirection, a facilitator may enable the learner to shift and achieve some goals without feeling obligated by previous commitments to self or to others to complete everything or abandon everything.

At the point of reevaluation, the facilitator must be careful about his or her own involvement. The facilitator may have developed so much ownership in the accomplishment of the objectives that he or she may take the responsibility away from the learner and become the director of the learning. A judgment must be made regarding the need to be supportive as opposed to creating an unhealthy dependency or becoming domineering in the relationship.

The facilitatot also needs to know where the role requires evaluating and certifying the outcome, perhaps two separate tasks. It may be possible for the facilitator to certify that a program has been completed without having to do more than verify fairly self-evident results. It may be that the facilitator is competent to assess the validity of the outcome. It may be that the facilitator simply will be the agent to verify the reporting of other persons whose competency to evaluate are known to the facilitator. The role of the facilitator in evaluating and certifying are also dependent on the purposes or goals. What is expected from the facilitator and whether he or she is ready to assume the responsibilities the learner may expect should be made clear early in the relationship.

Stages in Curriculum Development

The purpose of this section is: (1) to obtain an overview of the whole process of curriculum development and scheduling so that a person can be aware of the various elements; (2) to become aware of alternative methods of learning and thereby give greater latitude in planning; and (3) to enable a person to evaluate the effectiveness and desirability of various methods for a particular learner and topic. (See page 94)

It is assumed that a curriculum can be defined as the course of learning from a present situation of need to some desired end. While the various stages are presented here in an analytic and logical sequence, in actual planning and following the curriculum the persons may move back and forth among the stages, or work on some of them simultaneously. Nevertheless, the analytic model can help to identify what is causing problems when they arise. It can also serve as a checklist for initial planning.

One other assumption is that at least the roles of a facilitator (F) and a learner (L) are involved. Other functions may be needed as well, such as a content or skills expert and evaluators. They may be the same or different persons and may be involved as facilitators in planning the curriculum. Certainly they would be involved in the scheduling.

It also is assumed that L has identified some learning needs and has some desire to meet them. L should also have some idea of the end toward which to move. Self-directed learning proceeds best when the L is sufficiently motivated to seek the assistance of F.

The first stage should be to clarify purposes, goals, and objectives. F should help L in the clarification of purpose and goals. A needs assessment and inventory of present status of L can help both know where L stands with reference to the end desired. The Taxonomy of Educational Objectives prepared by Bloom, Krathwohl and others (1956 and 1964) may be helpful in finding out what particular objectives are to be achieved. Following is a simplified and adapted outline of the major objectives identified by Bloom, Krathwohl, and others. A more detailed description of subcategories of each goal is found in their writings. The handbook of which Krathwohl is the primary editor also has a very good discussion of the interrelationship between learning in the cognitive and affective domains, and how learning in one area reinforces learning in the other area. The interaction and reinforcement is often overlooked in academic study, particularly to the neglect of clear articulation of affective objectives.

COGNITIVE AND AFFECTIVE OBJECTIVES
(adapted from Bloom and Krathwohl)

Cognitive	Affective
1. Information	1. Receiving
2. Understanding/Analyzing	2. Responding
3. Applying Theory/Principles	3. Valuing or Appreciating
4. Synthesizing	4. Organizing and Systematizing
5. Evaluating/Applying	5. Assimilating or Integrating

It should be noted that the first in both domains expect L to be fairly passive and assume some external resource(s). The second set of objectives involves the learner but does not require more than the beginning of critical interaction by L. When the third set is reached, the responsibility of reaction rests primarily with L. The first three may take a relatively short time span and can deal with a fairly simple set of learning activities. The fourth and fifth sets assume a much broader range of relationships and a higher level of competency. To work and arrive at a fairly satisfactory level of accomplishment at the fourth and fifth levels may take a process of maturity and may be a long-term process extended over years.

It also should be noted that this scheme omits psychomotor objectives, a third domain which was envisioned but was not done when Bloom, Krathwohl, and others were working on a taxonomy of educational objectives. In academic institutions less attention is given to psychomotor skills and it is probably assumed that they are more evident and less complicated, though that view may be unwarranted.

After the general objectives are identified, F and L should translate them into specific objectives for the learning activities L desires. They should be as specific as possible and stated in measurable or observable terms. To state them in quantifiable measures uses criteria such as how many, how large, percentages, ratios, and time. For qualitative objectives, the conditions which will exist when the objective is reached should be described, such as how the person feels about self, what interrelations are established, and how someone else judges performance. CAEL (1976) has suggested a form for developing Specific Learning Objectives (SLO). The form also would move F and L into the next stage.

After having identified the specific learning objectives and how the achievement of them will be measured, the next stage is to establish the procedures and methodology for reaching the objectives.

The problem of achieving the objectives needs to be fractionalized. If the objectives are well identified in specific and achievable terms, the task will be simplified. To work on it, planning should proceed by determining the best order for reaching the various objectives. Some information, skills, attitudes, and values probably will be needed to achieve later objectives. If the task is primarily a conceptual task, the logical order may be all that is required. Nevertheless, the psychological order needs to be considered to maintain motivation.

Tasks need to be identified for each subobjective with assignments made to reach them. It is not assumed that the assignments are made by F but that L may as well participate actively in self-assignment and should be ready to undertake the tasks.

Another stage would be *to determine the best learning methods for the particular needs and objectives*. The planning about availability of time and other resources to accomplish the tasks needs to be realistic. Scheduling will need to be an important component of the design at this stage. Some flexibility and possibility of review and adaptation should be built into the design if possible. Checkpoints for evaluating progress should be a part of the plan. Some people regularly take more time than they think will be required. If the learning is done on a part-time basis, allowance needs to be made for unforeseen changes required by other obligations and demands. Otherwise, the whole effort may be aborted because of unrealistic expectations about the rate of progress. In other words, some feedback loops should be assumed to keep the curriculum and schedule on a realistic basis.

The methods available are varied. Consideration should be given to the diversity of possibilities. Studies seem to indicate that no one method is always most effective. One factor is personal. Some people feel better about some methods while others feel better about another. For example, some studies indicate that video taped presentations are as effective in transmitting information as lectures but students generally feel better about a live lecture. Some people are not secure in an open-ended discussion but prefer to have highly structured situations. Others can learn most effectively when they are stimulated with unstructured encounters. Some persons will learn best in a social situation while others prefer going it alone.

A second method consideration is the nature of the learning itself. Interpersonal relations can be understood in theory but necessary changes in attitudes will require some practice. Some dimensions of learning are too dangerous and inefficient if learned only in a real situation (e.g., astronaut training). An artificial situation may need to be contrived to minimize the dangers and to expedite the learning. So the method in use is adapted to the nature of what is to be learned and to the style of the learner.

The traditional academic methods include such activities as lectures, discussions, use of teaching machines, library research, laboratory work, and seminars. Increasing use is being made of some nontraditional methods, such as internships, field exercises, service-learning, participant-observer activities, role playing, and simulations.

Some of the standards to be used in choosing the learning method will be found in the following table.

HOW TO SELECT THE LEARNING METHODS

1. Does the method fit the objective?
2. Does the method help achieve the desired cognitive, affective, and psychomotor learnings?
3. Will the method result in learning in more than one area?
4. Is the sequence of learning such that the prerequisite of knowledge, skills, and attitudes are already achieved?
5. Is the sequence of learning such that motivation is maintained or reinforced?
6. Is the time available to do the task?
7. Does the learner find the method fitting his or her style?
8. Does the learner find the method fitting his or her expectations?
9. Does the method involve the learner and keep him or her responsible for the outcome?
10. Is the activity too complex or can it be further simplified or fractionalized into steps or stages which are manageable?
11. Do you think of other factors to consider in choosing the method?

A next stage will be to identify and locate the resources needed for the method chosen. As in methods a diversity of resources need to be considered. The best resources may not always be the most readily available.

A first type of resource is the expert in the particular area of learning. One should not be too restricted in considering potential experts. A surprising number of persons are latent teachers. One of the discoveries of cooperative education where students are placed in work assignments is the number of people who are quite eager to share liberally of what they have learned. So one should not consider only professional educators as possible expert resources.

Many different kinds of documents are available. A task which may need to be undertaken early is the development of a bibliography. Increasingly audio and video cassettes are available. They should be considered in the bibliography, particularly where demonstration may be important in the learning process, or where repetition of the material is necessary or desirable.

Experiential learning already has been referred to. The internship is an extended practicum period after a person already has the background of theoretical study and laboratory practice (where applicable or necessary). It normally should include an exposure to the full range of activities which are to be practiced. A participant-observer situation allows the person to be engaged with an expert practitioner even though the person may not be prepared to be an intern. It allows the learner to do the tasks for which competency is available and to learn by observing in areas where competency is yet needed. The medical profession has experimented with having lower level students "shadow" a practitioner. It may be particularly valuable for career testing if a person is still considering a particular area but is uncertain.

One caution is that the feedback from an experiential learning or participant-observer assignment might be considered a success if the learner decides not to continue in the area after exploring it for reality testing. The learner may decide that he or she does not have the desired characteristics or the motivation to proceed in the area for a career purpose. Persons often have romantic notions about certain professional fields. It is good to have those distortions disillusioned early. That should be seen as valid learning experience.

The final stage is to set up the evaluation process. In planning for evaluation, two types of functions may be considered. The first is as a feedback process for the purpose of modifying and adapting the curriculum. The learner may need to test outcomes in order to know whether the learning expected at intermediary stages is achieved. If the level desired is not yet accomplished, new methods or additional exercise may be undertaken. It also may require a reevaluation of the resources and seeking of additional or better resources than obtained to date.

A second purpose of evaluation may be to determine if the expected outcome has been realized. Included in that may be the need for certification to others of the competency(ies) acquired. The method of evaluation in part may be determined by the purpose the evaluation is to serve, either for personal verification of achievement or for certification to external agencies or persons.

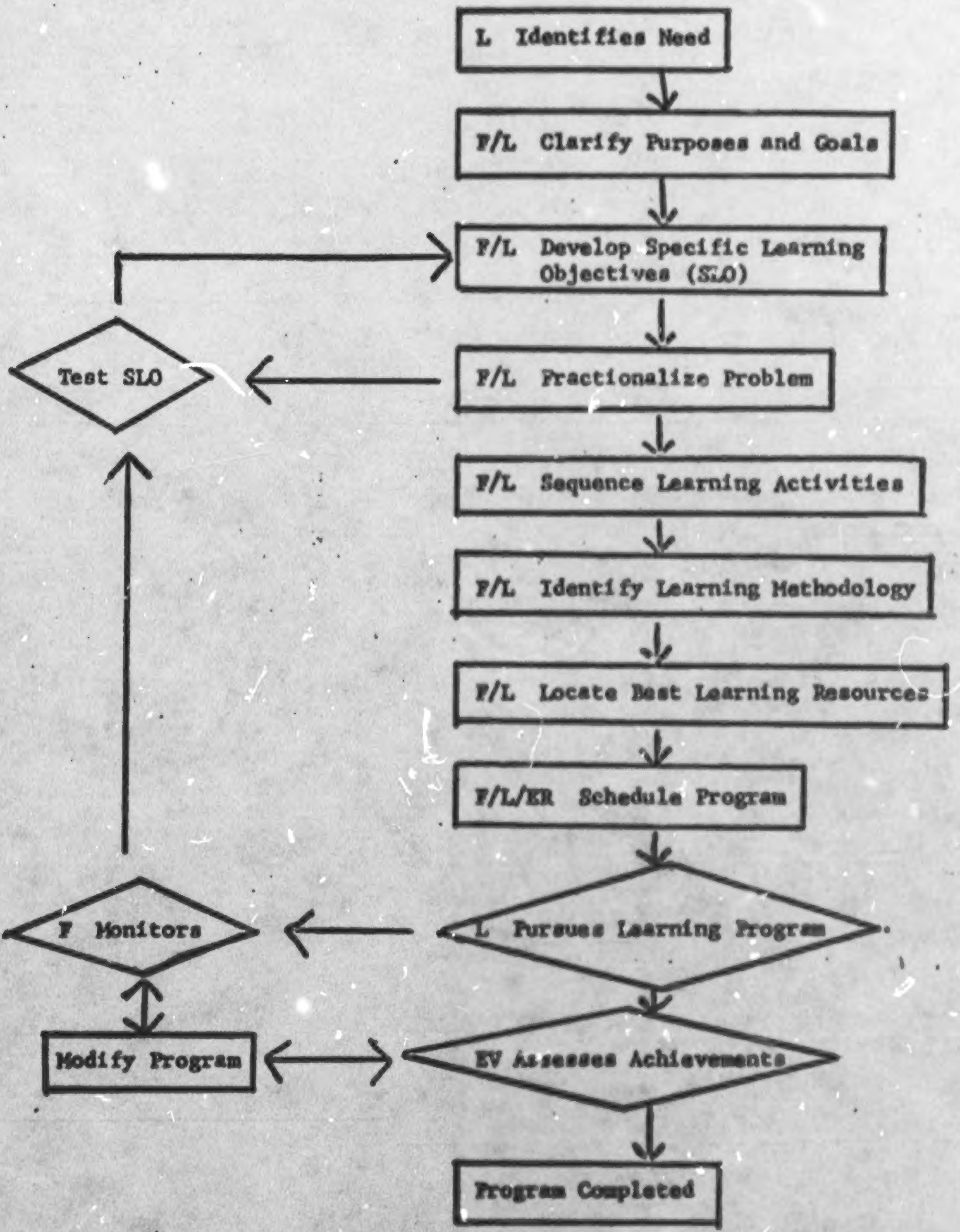
The evaluation should be appropriate to the learning method. The traditional academic evaluations and some professional ones are objective tests or essay exams. They are particularly good for the cognitive realm where information, logic, and insight are to be measured. They are more difficult for the affective and psychomotor areas. Performance or product assessment may be more useful in many areas. Where the learning has been more experiential, evaluation may be done by an expert who observes or interviews. It may be an actual situation, or it may be by role playing or some other form of simulation.

If certification or external verification are not deemed necessary or desirable, some forms of self-evaluation may be adequate. The evaluation may terminate the course. It also may serve as the basis for a new needs assessment and may provide evidence of achievement for a new cycle of planning for more advanced learning.

Learning is a life-long process. With the rapid change and advance of knowledge in many areas, learning almost may be obsolete by the time a program is completed. The adult learner should be constantly growing. The self-directed learning should be increasingly independent of others in the learning process, although it is likely that he or she never will become totally independent.

The Curriculum and Scheduling Process

L = Learner
F = Facilitator
ER = Expert Resource
EV = Evaluator


L Identifies Need
F/L Clarify Purposes and Goals
F/L Develop Specific Learning Objectives (SLO)
Test SLO
F/L Fractionalize Problem
F/L Sequence Learning Activities
F/L Identify Learning Methodology
F/L Locate Best Learning Resources
F/L/ER Schedule Program
F Monitors
L Pursues Learning Program
Modify Program
EV Assesses Achievements
Program Completed

GENERAL AND SPECIFIC LEARNING OBJECTIVES

Desired Competency:	A=Audience
General Learning Objective:	
Specific Learning Objectives	

SLO #1	Learning Type:	Learning Needs:
B=BEHAVIOR (OBSERVABLE)		
C=CONDITIONS		
D=DEGREE (PERFORMANCE STANDARD)		

SLO #2	Learning Type:	Learning Needs:
B=BEHAVIOR (OBSERVABLE)		
C=CONDITIONS		
D=DEGREE (PERFORMANCE STANDARD)		

SLO #3	Learning Type:	Learning Needs:
B=BEHAVIOR (OBSERVABLE)		
C=CONDITIONS		
D=DEGREE (PERFORMANCE STANDARD)		

SLO #4	Learning Type:	Learning Needs:
B=BEHAVIOR (OBSERVABLE)		
C=CONDITIONS		
D=DEGREE (PERFORMANCE STANDARD)		

SLO #5	Learning Type:	Learning Needs:
B=BEHAVIOR (OBSERVABLE)		
C=CONDITIONS		
D=DEGREE (PERFORMANCE STANDARD)		

SLO #6	Learning Type:	Learning Needs:
B=BEHAVIOR (OBSERVABLE)		
C=CONDITIONS		
D=DEGREE (PERFORMANCE STANDARD)		

SELF-DIRECTED PROFESSIONAL DEVELOPMENT (SDPD)
A CASE STUDY EXAMPLE

by Dean Kliewer

Although this case study is ficticious, it is based on a number of real experiences with staff development at Prairie View Mental Health Center since 1970. While not all the features described might necessarily apply to any single real-life experience, the example illustrates the sort of influence SDPD might be expected to have among staff members from a human service organization.

Participants and Setting

Rick Charles is a social worker at Air Capital Family Services (ACFS) in Wichita, Kansas. He joined the staff two years ago after completing his master's degree in social work. Rick was recruited by chief social worker, Tom Fraiser, who joined the staff when ACFS was born twelve years earlier. Sally Simpson is director of education and training at ACFS. As one of two agency staff psychiatrists, Sally is responsible for educational and inservice training programs. This education and training roles occupies one-fifth of Sally's time. Her major agency role is in family evaluation and psychotherapy.

Air Capital Family Services is one of seven agencies in the Wichita metropolitan area which together form a consortium comprehensive community mental health center. All ten components of a comprehensive mental health program are provided by the multi-agency community mental health center.

Agency Involvement With Pilot Project

Rick Charles was introduced to the Growth Associates SDPD Program by ACFS education training director, Sally Simpson. Sally was the key to Rick's project participation. Because of her involvement with training at the Wichita center, Sally accepted an invitation to join the advisory committee formed by Growth Associates at the inception of the SDPD Program. Sally encouraged Tom Fraiser, social work chief at ACFS, to attend the first national conference on Staff Development Through Self-Directed Learning which was held in April of 1977. Sally was not able to attend because of other commitments. Because both Sally and Tom were in touch with Growth Associates during 1976-1977, Rick was able to participate as a learner with the first group in April of 1977.

When Tom returned from the April Growth Associates conference, he suggested to Sally that ACFS become involved in the new training program. Sally saw possibilities in self-directed learning as a staff development tool and was open to Tom's suggestions.

Thus, Tom and Sally shared their interest with the Executive Council, ACFS's administrative policy making group. Because of the recommendation of Sally and Tom, the council encouraged some experimentation with the new training process and pledged a modest level of support, which essentially authorized Sally to use her discretion in diverting some existing training funds to support a small scale experiment in self-directed learning at ACFS.

Specifically, Tom was authorized to participate in the Growth Associates seminar for facilitators. This required that he participate in quarterly two-day sessions at Prairie View beginning in April 1977. The council further specified that at least two other staff members from ACFS could be involved during the year-long experiment. Tom was to spend one hour per month individually with not more than three learners and two hours per month with those learners in a group supervision session. The council further authorized Sally, Tom, and two other clinical service administrators to engage in a monthly in-house consultation with Merrill Raber from Prairie View. The consultation service was provided at a reduced rate because of the National Institute of Mental Health Continuing Education Branch grant support available through Prairie View. The consultation focus was to be on broad, staff development needs, with some attention to the self-directed learning experiment to be conducted in the agency during the period between April 1976 and May 1977. Rick Charles and two other ACFS staff members were invited to participate in the consultation several times during the year.

Thus the initial agreement which made it possible for Rick to benefit from the SDPD Program was between Merrill Raber and Tom Fraiser. This functional agreement specified that Tom was willing to become a student of learning facilitator skills -- in effect, he agreed to become a participant in the quarterly Growth Associates seminars for learning facilitators. Through the consultation process involving Merrill Raber, other ACFS staff members were to be involved as well.

Learner Involvement With The Pilot Project

A second agreement was prepared by Rick. This learning contract was developed out of the communications with his work supervisor (Tom Fraiser) around Rick's specific learning goals. But before the contract is examined in greater detail, we will consider Rick's preparations for the learning process.

During his two-year experience at ACFS, Rick demonstrated considerable interest in continuing his learning and professional growth. Although some staff members did not utilize the ten days of education leave time provided annually by the agency, Rick has used his education leave option during both of his two years. He had attended two conferences on family therapy and the Anerican Group Psychotherapy training sessions. Even earlier, just after joining the ACFS staff, he participated in one other training experience. He had Elmer Green from The Menninger Foundation present a report on his trip to India to study Indian holy men from the perspective of their ability to control internal physiological processes. This was Rick's first introduction to biofeedback and its potential therapeutic use. Elmer Green showed a movie at the Growth Associates sponsored event demonstrating how Green and his group had recorded physiological reactions from the Swamis in India. The experience led Rick to recognize the potential benefits of biofeedback with ACFS clients. But he had been so involved with his new job that the biofeedback interest had received only passing attention during his first two years at ACFS.

The equipment and technology of the biofeedback studies intrigued Rick because it awakened an earlier interest. During Rick's undergraduate training at Kansas State University, he majored in electronics engineering. Since leaving engineering in his junior year, he had not really considered the possibility of mixing his two divergent interests in electronics and social work. But when Tom Fraiser and Sally Simpson shared with him their interest in experimenting with self-directed learning, he saw possibilities for his own job-related education.

Rick's involvement with Tom was not limited to a work-supervision relationship. They hunted and fished together, and went to an occasional football game. Tom was motivated to see his young protege grow. For his part, Rick did not assume that his recent formal education precluded a continuing orientation toward learning and growth. Thus, the idea of individualized staff development planning and activity appealed to both Tom and Rick.

Rick's involvement as a learner and Tom's involvement as a facilitator provided reciprocal benefits. Part of Tom's job responsibility was to develop his staff. Rick saw himself as a beginner in his own social work skills development, and he was ready for continued growth. He was grateful, too, for the interest in his educational goals he sensed from Sally and Tom. Their attitude led him to see ACFS as open to creative growth possibilities. He perceived that staff members were encouraged to explore innovative treatment approaches. The ACFS administration seemed willing to take some risks in order to stay on the cutting edge. The institutional authorization gave Tom and Rick some work time to select a content area, design a learning plan, and see the plan put into effect.

Using materials provided through Growth Associates, Rick developed a three-party agreement among 1) Tom Fraiser who was willing to serve as his learning facilitator; 2) Merrill Raber, the Prairive View project officer, who was consulting with the agency; and 3) himself as the learner.

The learning contract which Rick developed specified the agency interest in his learning, the specific objectives Rick had for his own learning, as well as an action step sequence which would permit the learning to occur and, hopefully, accomplish the goals and objectives desired both by the agency and by Rick.

The intended agency payoff was that through Rick's training a new clinical service might emerge which would provide an opportunity for biofeedback developments to benefit clients served by ACFS. The payoff for Rick was more personal. His goal was to learn about biofeedback and its potential application as a therapeutic aid. The essential ingredients in Rick's learning contract were: 1) to engage in a systematic reading program, 2) to obtain some consultation from a biofeedback specialist, 3) to attend some biofeedback related conferences and workshops, and 4) to dialogue concerning the development of biofeedback skills with his supervisor and fellow therapists. In order to enhance the dialogue, he further desired to 5) experiment with the applications of biofeedback with some ACFS service recipients. He wanted to try out some biofeedback treatment strategies with selected clients as a supplement to their more usual therapeutic techniques available at ACFS.

In the formulation and fulfillment of contract objectives, Rick and Tom utilized consultation and material resources provided by Growth Associates staff members to build a sequence of action steps including the following:

1. To identify and thoroughly explore significant articles, books, and other literature on biofeedback and its therapeutic use.

2. To arrange for two site visits: One to see Marvin Dirks at Prairie View who has been applying biofeedback techniques as a therapy tool. Second, to see Elmer Green and the biofeedback laboratories at Menninger Foundation.

3. To identify some conferences and workshops dealing with biofeedback which Rick would attend.

4. To design a pilot study process with Tom Fraiser's consultation which would permit some experimentation with biofeedback technology at ACFS.

5. To plan a consultation process with fellow ACFS staff members which would permit them to participate in the goal setting, design, and implementation of the pilot study.

6. To work with two or three ACFS clients in conjunction with Tom Fraiser and Sally Simpson.

7. To report on the accomplishment of specific action steps to supervisor Fraiser and to project staff member Merrill Raber.

Learning Experience Outcome

How did the experience turn out? The above action steps were followed during a twelve month period. Rick immersed himself in library study, made two site visits, and attended two conferences: one at The Menninger Foundation and one in Colorado where the National Biofeedback Association had a five-day meeting. Rick found both experiences to be highly confirming and they provided invaluable resources for his learning process. During a six-month period he conducted the pilot study which involved the use of termperature and electromyograph training with fifteen ACFS clients. Not all clients gave evidence of a great deal of benefit from the biofeedback process, but several seemed to respond exceptionally well.

The treatment activity seemed to have enough value to encourage the agency to expose more clients to the process. After twelve months of experimental biofeedback treatment experience, although agency administrators had some questions about the new service, they expressed general satisfaction that considerable progress had been made. They were happy that their agency was one of a few in the state which utilized the promising new treatment modality as part of their clinical service.

At the end of his first training year, Rick renegotiated a new contract which would extend his biofeedback skills as he continued to explore questions about the utility of biofeedback techniques with specific client groups. The longer term study was to be carefully monitored with a view to publishing the results in a professional journal. The suggestion for a more extensive study and wider publication strategy came from ACFS staff members after a presentation from Rick.

Several other new learning goals were identified by Tom and Rick at the end of the first year. He realized that his interviewing and therapy skills needed strengthening. Consequently, he arranged for some therapy supervision from Sally Simpson. Rick also found he needed more training in multivariate statistics, since he was finding himself involved with statistical techniques which went beyond his ability. He agreed to receive some consultation from a university professor. He paid the professor out of his own pocket, since funds were not available at the agency for this training purpose.

A further spinoff benefit from the involvement of Tom Fraiser and Sally Simpson with other staff members in self-directed learning processes was that four additional staff members asked to develop learning contracts. Two clinical adminstrators at ACFS joined Tom as learning facilitators. Thus, at the beginning of the second pilot project year, four ACFS facilitators were working with a total of seven ACFS staff learners (17.5 percent of the agency staff group of forty).

Observations

This case study illustrates the primary objective of a self-directed professional development program: Agency staff members may be supported and helped to assess their educational needs and interests, design their own curriculum for learning, and complete their own course of study. The potential benefits for both agency and staff member are noted.

Other features might have been added to the case report: 1) An arrangement for continuing education credits for Rick might have been made through the Kansas State Board of Social Work Examiners; 2) Rick could have made contact with a program offering an external specialist or doctorate degree to see whether his SDPD efforts might qualify him for credit toward the degree; and 3) Rick could have qualified for a significant advance in job rank or salary level as a result of his educational activity. But these not unrealistic SDPD program features do not necessarily enhance the central program purpose--to help staff members grow in their job-related skills and abilities.

A process of monitoring Rick's learning progress through the SDPD Program might have been mentioned. Also, the evaluative interviews with persons close to Rick before and after his learning experience might have been explored. But the case study does provide an anecdotal description of a reasonably attainable educational process.

COLLEGE FACULTY

by Jacqueline J. Snyder

In using the college and university setting as one "real-world" example of how self-directed learning operates, it is useful to keep in mind that institutions of higher education, while sharing certain characteristics with organizations generally, have some uniqueness in that they tend to be closed at the top by tenure. The newly-hired university faculty person enters a kind of "guild system" in which the senior members have prescribed certain experiences that must be undergone and certain procedures and regulations that must be followed if the "apprentice" is to achieve the full professional status conferred by tenure.

Tenure thus provides a major focus for self-directed learning activity in the academy because one's professional success, to say nothing of one's livelihood, may depend on achieving it. If a young professor is not selected for tenure, in most cases he/she must seek employment elsewhere. The job security inherent in tenure has traditionally provided a major built-in motivation for young faculty to present evident of growth through a variety of methods that can be considered self-directed learning.

It would be fair to say that the tenure system and problems associated with it have helped, particularly in the last five years, to foster a new need for and awareness of self-directed learning in colleges and universities, especially as regards the faculty. In the not-too-recent past, the balance in numbers of tenured and nontenured faculty in our colleges and universities was a good deal better because higher education was in a period of growth. More faculty were needed to deal with the mushrooming enrollments resulting from post-World War II population increases, and it was relatively easy for qualified young people, fresh out of doctoral programs, to find full-time university teaching positions and begin progressing toward tenure. Large numbers of these people did in fact become tenured, resulting in a nearly "tenured up" situation in many institutions.

Since college enrollments started to drop off in the early 1970's, the academy has had regrest overs the comparatively casual way in which tenure was dispensed in those years. It reduced, in some cases completely destroyed, the capability of colleges and universities to hire the "new blood" that is vital to continuing currency and excellence in the educational process. Many talented people already partly along the tenure track were let go because the universities, which are funded for positions on the basis of enrollments, could in no way afford to keep them. Correspondingly, as tenured people are always the last to be discontinued, the faculties of colleges and universities are increasingly populated by senior staff whose training and perspectives on education are less likely to be programmatically current. Considering that many of the young people coming up for tenure today are more qualified, by any measure, than those senior faculty who sit in judgement on them, the pain and dislocation arising from the present situation are not hard to understand.

There is, of course, much controversy at this time over the advisability of retraining a system that seems to inhibit some basic goals of the educational process. But tenure has traditionally functioned as the only guarantor of the academic freedom faculty rightly cherish, and tenure will not be given up easily. The hot debate raging over tenure is destined to continue for a long time, and daily problems cannot await the outcome. Academic people thus find it necessary to be more resourceful about addressing the conflicting priorities they see facing higher education.

a. The fact that more and more of our human resources have become "fixed" in tenured faculty;

b. The conviction that good education demands programmatic flexibility and currency and that ways must therefore be found to make better use of those fixed resources;

c. Given the increasing unavailability of tenured positions, the belief that higher education has a moral as well as a self-interested responsibility to assist its qualified young professionals to relocate within the academic system and retain the connection with it that so many want and for which they have spent so much of their lives preparing.

This analysis of the current situations in universities and colleges, brief and perhaps oversimplified as it is, explains why interest is increasing in those self-directed learning activities that, in an academic setting, are called "faculty or staff development." A major purpose of faculty development programs is to find ways to encourage faculty (tenured and nontenured alike) whose academic specialities are in reduced demand to consider pursuing more viable career tracks or developing new expertise. The process is often referred to as "retooling". Some percentage of today's academics will simply have to retool, to change career directions, if they want to stay in academic life and survive economically.

My own experience is an example of this process. I did not start out to be an academic administrator. I wanted to be an English teacher. Teaching was my "first love", I enjoyed being in the classroom and was good at it. Five years ago, however, I was one of sixteen liberal arts faculty discontinued because of a budget cut resulting from declining enrollments at a state-supported college in the Rocky Mountain region.

Faced with the immediate prospect of no employment and the unhappy realization that the career I thought would be so secure when I began graduate school those many years ago was, in fact, becoming virtually closed to me, I had to do a personal assessment of my skills and abilities to determine whether they might be useful in another setting. I considered a number of options: business, social service management, government. Feeling that I knew less than was necessary about those arenas, I decided to try to find a way to stay in the academy.

Therefore, when a job opened as assistant to the director of federal programs development at the institution where I had been teaching, I took it. I did not know much about grants, and I knew very little about the federal government but I did know how to write organized and effective prose. I certainly had that skill from my years as an English teacher. So I began a very concentrated self-directed learning project on the subject of grant writing, which included tackling the rather large task of learning how the federal bureaucracy works, and started producing grant proposals at a rapid rate. In this process, I had no mentor, for three weeks after I took the position, the director resigned with no advance warning, leaving a brand new employee with the entire operation on her hands. Over the next two years, I gave myself, in effect, my own on-the-job training. It was a challenging and traumatic, but ultimately successful career change because it gave me experience with the administrative process in colleges and universities (something too few faculty really understand) which made me a viable candidate for the Associate Deanship I hold today.

I foresee that this new career track - academic administration as opposed to a professorship of English - is more or less permanent. Opportunities for teachers of English, given our projected population curves, are not likely to get very much better in the quarter of a century that my working life will span. My own example, then, is one instance of how self-directed learning operates in the academic world.

I think we have to admit from the start that colleges and universities see themselves as primarily pedagogical institutions, generating and transmitting the approved body of knowlege that is to be passed on to future generations. But I submit that within the academic system new knowledge is generated both pedagogically and andragogically - pedagogically in the sense that students and faculty alike perceive the external rewards and punishments relating to their learning experiences, but andragogically in that the academy has always encouraged the scholarly impulse to inquire, to examine an issue simply out of a desire to know more about it - in short, to pursue knowledge for its own sake. That, especially in the best university faculty, has always been a strong infection. And when a teacher, even a "traditional" one, is inspirational to students, they become infected with this spirit of inquiry too. At that point, they begin to learn how to function andragogically.

We must remember that educational institutions, because they are run by human beings, are motivated not only by the high idealism implied in "the search for knowledge for its own sake", or by the traditional role of colleges and universities as agents for social betterment, but also by the very real external rewards and benefits that can come from achieving a reputation for academic excellence. Students like to study at institutions having such a reputation and groups (both public and private) with money to give like to give it to such institutions. Self-directed learning programs are increasingly seen as vital to the achievement of a good academic reputation, and that is why I believe we will find higher education moving more and more toward andragogical models.

Let's enumerate for a moment some of the benefits that accrue to the academic system, and to those in the system, from involvement in self-directed learning. First of all, faculty who participate in self-directed learning often improve their performance as teachers, or "learning facilitators", with obvious benefits to the institutions in terms of attracting more and better students. Improved teaching, plus faculty involvement in scholarly research, another form of self-directed learning, benefit faculty personally by improving their credentials and thus their career mobility, and benefit their employing institution by contributing to its reputation as a center for research and inquiry. In addition, when the academic administrators of a college or university have certain "pet" projects and programs they wish to advance, they can, by making faculty aware of the opportunities inherent in such projects or programs, encourage them to go in the desired directions and develop expertise in the desired areas. This improves management efficiency because the institution is able to use the resources it already has to go in new program development paths.

Let me say again that we rarely call this sort of encouragement of faculty by the name "self-directed learning". Instead we call it research grants, leaves with pay, sabbaticals, visits to professional meetings or conferences, things of that nature.

Take, for example, proposals for sabbatical leaves, in which a faculty person requests leave from teaching duties for a prescribed period of time at partial pay, in order to pursue some research inquiry or scholarly activity of strong professional inquiry or scholarly activity of strong professional interest. When a faculty person writes a sabbatical proposal, he or she is in fact presenting a learning contract to the employing institution in which the faculty person is the learner, and the institution may be asked to function in a variety of ways as a facilitator, an external resource, an educational content resource, or a financial resource. The sabbatical learning contract says, in effect: "If you, the institution, agree to provide me with such and such resources (time, equipment, travel funds, and so on), I agree to undertake such and such a learning experience with these expected benefits to me and these expected benefits to you." The same principle applies to research proposals faculty submit to the institution when internal money is available for such purposes.

Let me share another specific example with you. In the college in which I work, an untenured assistant professor in a language department, after wrestling with the problem for some time, came to the determination that he would not be able to finish his doctoral dissertation. Making that decision is very traumatic, in both personal and career terms, for young faculty; they are well aware that in colleges and universities following the tenure system - and most still do - it is virtually impossible to achieve tenure unless one has completed a dissertation and been awarded the doctoral degree.

This person realized that he was going to have to be reviewed for tenure in the next academic year, that given his situation he was unlikely to achieve it, and therefore he would have to leave the institution. So he came to see my supervisor, the dean of the college, and asked what he could do about his situation. He knew he wanted to remain in academic life, but teaching was apparently not going to be a possibility. He was seeking the dean's guidance in the matter.

The faculty member's request immediately set up a situation in which the dean had to make a decision: he had to decide, "Do I - or does the college - want to keep this person on in some capacity? Can I help him in some way and encourage him to find a new direction?" In this case, the dean answered in the affirmative. The result was that he met with the person on a number of different occasions, exploring the person's interests and capabilities to determine how the institution might respond to his needs.

It happened that the college was very concerned about that time with the low foreign student enrollment at the institution, compared to other colleges and universities in the same region. The dean asked this young person (whom, for convenience, I will call Professor X) if he would be interested in looking into this area, learning more about recruitment and the methods and procedures other institutions employed to serve international students. Professor X said yes, he was interested, because he was a linguist by background and he could logically bring to such a project his native abilities as a teacher of language.

As a result of this mutual decision, Professor X undertook, with the dean's help and assistance at various times, a self-directed learning program in the recruitment and education of international students by American colleges and universities. He investigated the programs available at various institutions around the country; he learned what kinds of facilities were considered necessary and appropriate for international students - not only in an educational sense but in a personal sense as well; he studied the organizational patterns of Intensive English Language Institutes and Programs nationwide to see what the special teaching problems were; he investigated the complex network of agencies, processes, and governmental/political considerations involved in the certification of international students for study in this country. He became familiar with the TOEFL (Test of English as a Foreign Language), which all foreign students coming to study in this country have to take to determine their proficiency in the language.

Professor X began writing proposals for an Intensive English Language Institute at the university, and entered into negotiations with local businesses who have an international marketing component and who do training programs for technicians from other countries. Representatives of these industries asked Professor X to set up programs so such people could be brought in and trained at the university. Well, Professor X decided not to stand for tenure because he didn't need to; he had found a new career direction. The position he had held as a language teacher will be eliminated because there are insufficient student enrollments in his department to justify it. But Professor X will remain with and be paid by the institution in other capacities that are essentially administrative.

One additional example may serve to solidify my point. Sometimes institutions of higher education seek external money for programs they want to promote. Two years ago, our university received a grant from a major national foundation to develop a two year program to improve administrative and management processes at the institution and to look at what urban universities like ours could do generally in these times of decline to remain vital and viable. We realized, for one thing, that we had to start doing the kinds of things I have been describing to you in a more formalized and consistent way, rechanneling people into other areas of the institution after systematically analyzing where adjustments needed to be made. As a result, we have two "development" programs, one for faculty and one for administrators, going strong at this time.

As an administrator, I am happy to report that we have pursued a program to develop administrators by bringing faculty displaced by enrollments, because of major increases in government programs, regulations, and reporting requirements, and the growing complexity of management generally.

The more data and information various governmental units require institutuions to gather and report, the more staff we will need to process these reports and to do the general administrative work of the institution. To address this need, we have developed a series of administrative internships for faculty, especially female and minority faculty, for they are the people who face the worst tenure problems; they are the ones who have come into higher education most recently, and therefore hold the least impressive credentials; they are the ones the system will lose most heavily unless something is done to improve their opportunities within it.

We have five such internships planned for the coming academic year - they will be held by four women, one of whom is a minority person, and one minority male.. Self-directed learning modes have been employed in the formation of their internship experiences; each "intern" sat down with a supervisor - or mentor - or learning facilitator - and worked out a specific learning contract. Some will be placed in a specific academic office, such as a departmental chairperson's office, for the entire year; others will intern with various administrators at different levels within the institution. One, for instance, will be with the university business manager, which I believe will be an extremely valuable experience. Still another is planning to be a "floating" intern, performing different learning tasks in four or five areas or offices; she already has her learning objectives for each experience worked out. The institution is supplementing the foundation dollars that are financing this program by providing these five people with a release from one-third of their normal teaching schedule.

I could give more examples, but these will perhaps suffice to illustrate the mind set under which we increasingly operate in higher education. I have deduced certain principles from the self-directed learning activities in my specific working situation, and I believe they are applicable to many other colleges and universities today.

First of all, it is evident from the previous analysis that our instititiuon and others like it are providing the sorts of help for adult learning that Allen Tough has already touched upon: We help people choose their learning projects through group efforts ("committees"), individual counseling, and by providing resources of all kinds; we work with individuals to discover and develop competencies that might previously have been hidden, or to duide their career activities into other areas where their skills may be more usable; we ourselves serve as individualized learning resources for faculty and we work hard to locate such resources elsewhere in the institutuional setting when they are needed; and we provide structured opportunities, often in consultation with external groups, for real-life learning on the part of faculty.

Individual counseling is perhaps the key technique on which our self-directed learning activities are based. The dean of our college is always counseling individual faculty; he provides a great deal of guidance on career options. Deans really have a rather unique perspective from which to perform such guidance, because they must function in so many ways - as academic leaders, budget officers, fund raiser, crying towels. The dean is the person to whom faculty and students alike come for problem solutions, so he must function not only as an efficient manager but as an empathic human being too.

It is a primary principle that the system itself and individuals in the system function as learning facilitators in a wide variety of ways. As I said earlier, universities have a combination of pedagogical and andragogical thinking in the learning process, in that, although faculty are basically self-directed, they often respond to stimuli that are specifically placed before them for that purpose.

We have also discovered that certain cautions have to be kept in mind when the system or individuals within it propose to function as learning facilitators. First, an honest assessment has to be made at the beginning if the system is going to commit itself to the development of a specific learner (as in my example of the dean and Professor X). People should never be misled about how much they can accomplish; they should always be aware of the system's limitations no less than its capabilities. This means that an atmosphere of absolute honesty and trust must exist in the relationship between the facilitator and the learner.

In addition, learning facilitators have to be aware of competing facilitators: adult learners may have other mentors or facilitators outside the system who are more influential than we are in suggesting what learning should take place or in talking about the individual learner's future. Very often we have to fight strong resistance from the system itself because people holding other beliefs and attitudes about learning or human needs or the management of people may fight us at every step.

A very important self-directed learning principle is that the facilitator has to be willing to assist people who are potentially more capable than he or she is; a certain humility must be adopted by someone functioning in this role. Persons have to understand also that learning occurs over a long period of time, and that in some cases, the facilitating role will require a continuing commitment and involvement on the part of both the learner and facilitator. The dean cannot merely say, "OK, I'll talk to you for an hour today and then I don't want to see you again, go out and do your own thing". As a matter of fact, my own dean has been nurturing and bringing along some of our faculty for years. He has certain end goals in mind and a strong commitment to these persons which enables him to see the process through.

Finally, the learning facilitator has to have the realistic awareness that some contracts simply do not work; some contracts are never completed. Sometimes reasons beyond the control of either the learner or the facilitator, the learning process just does not cohere or stay together. We have had our share of successes, and a few failures too, but are more convinced than ever of the necessity and importance of what we are doing.

It is our hope and belief that self-directed learning, which has always existed in the academic world despite its hierarchical structure, will become increasingly based in the philosophy and practice of those who lead higher education. The more that happens, the more the academy will be humanistic not only in its ultimate social and cultural goals, but in the process by which it seeks to achieve them.

COLLEGE CONTRACT DEGREE

by William Keeney

Bethel College has what is called a "Contract Degree Program." It is not so much a self-directed learning program as it is a means of recognizing the outcomes of self-directed learning and other types of learning processes. The learning is sometimes called "prior life experience," "non-sponsored," or "nontraditional" learning in academic circles. Bethel has begun to acknowledge and incorporate into an academic program what it considers valid in such learning toward a college degree.

The term contract degree is frequently used differently from the Bethel program. For some institutions a contract degree is a program and even a degree devised by the student and approved by the institution. The student proposes a degree program and contracts with the institution for the process to arrive at a level which the institution will then certify by awarding a degree. In the Bethel program we assess the student's learning to the date of entry and then offer a contract which indicates what is already accepted and what yet needs to be done to reach the degree level. The contract, in effect, replaces the college catalog requirements as guidelines for receiving the degree. But the degree is presumed to be the equivalent of the catalog described program and only the programs offered in the catalog can be included in a contract.

A Case History

Perhaps the best way to describe the nature of the contract degree program is to present a typical case and indicate the process the person went through.

Richard Chamberlain is the executive vice president of the Newton Chamber of Commerce, and full-time director of the program. He came to us with a varied background of learning experiences.

Chamberlain had had experience in the Marines. He brought some credits certified by the United States Armed Forces Institute (USAFI) as equivalent to college work. He presented some certificates of other training programs which he had completed but which were not processed through USAFI. He had taken a correspondence course with a nonaccredited institution and had received a baccalaureate in law. Most accredited institutuions would not recognize this degree. In addition, he had gone through a number of Chamber of Commerce training programs in management. They were full-time programs of a week or two at a time and in a sequence of professional preparation for his job. He also could describe some other experiences that might be called self-directed learning programs.

Chamberlain came in for an interview. Even though we have a document explaining the program, it is usually best to begin with a personal review of the intention and nature of the program. Otherwise, it is difficult to be sure that applicants really understand the process.

After the initial interview, Chamberlain gathered all his transcripted records. He also prepared a portfolio of nontraditional learning using a form Bethel has prepared for the purpose.

Chamberlain included diverse materials in his portfolio. Other persons have submitted an even wider variety of materials in portfolios to document the learning acquired in nontraditional ways. One submitted crewel embroidery, sketches of costumes designed and produced for drama productions, and drawings for a children's book to show art performance. A tape recording of music was included in another portfolio. Another person developed a sketchbook for use in a day care center. We have had novelettes, articles submitted for publication (some of which were not accepted), and poems. One person gave samples of ceramics created. A couple of people have submitted photographs of work done when actual samples were too large or not available for submission. These types of materials would be additional to more conventional materials such as certificates, letters of recommendation, and narrative accounts of what has been learned. All these materials may be used in the assessment process.

We took Chamberlain's records and the portfolio and made a preliminary assessment. He met with the head of the Economics and Business Administration Department to discuss what might be needed to receive a major in that department.

We then presented Chamberlain with a contract which indicated what we accepted of his previous learning and how it matched our degree requirements. We also listed what he needed to do to meet requirements not yet fulfilled.

The contract deals with three components of the Bethel program. The first part is the general education requirement which has both certain competencies and a distribution to assure acquaintance with the Liberal Arts. The second is the specialization in depth in a major field. The third is an area of electives. The last is a recognition that not all the objectives of a liberal arts program are met by individual courses and that certain development processes take a longer period of time than just a course or even a total year of study. Both the cognitive and affective objectives described in Bloom and Krathwohl's (1964) Taxonomy of Educational Objectives indicate the cumulative nature of learning for the higher level objectives.

A variety of ways of meeting the requirements may be incorporated into the contract. Chamberlain took some regularly scheduled courses when they met at times convenient to his schedule. Since his schedule was irregular and he was usually not free during the prime academic hours, he was also permitted to take some courses on a tutorial basis. In those courses the professor makes assignments. Chamberlain worked independently on the assignments. Usually he submitted written reports which were discussed with him and new assignments were made until the professor was ready to certify that he had completed the course satisfactorily. In one case where he had a background of practical experience but the faculty member was not certain he had covered the field, he did readings and met weekly with the faculty member while taking an advanced course in the field. His ability to handle the advanced material helped demonstrate competencies as well as deficiencies which needed to be overcome with supplementary readings.

In other cases, persons have been allowed to take work at other institutions where it is more convenient and count it toward the contract. One person took a language course at a junior college when it would not normally have been accepted since she had already transferred all the hours allowed. She met an upper level music requirement with a junior college instructor on a tutorial basis. Our faculty knew the instructor and was assured that he could provide as good instruction in the subject as any of our faculty and it was more convenient for the student.

Contract Courses

Since initiating the contract degree program, we also have had some contract courses approved. One was for a person with crippling arthritis making it difficult for him to come to the campus. A faculty member went off campus to meet with him periodically on a tutorial arrangement. Eventually the person wrote a lengthly paper that was of such exceptional quality that a special award was granted him at an Honors Convocation at the end of the school year.

A second person was away from campus on a voluntary service assignment. He had an unusually good location for contacting a variety of social work agencies. A contract was arranged whereby a social work faculty member would devise ten to twelve units with reading and field visitation assignments. A four-page report would be done on each unit and sent in by mail. The person would do eight of the units for three hours of credit or ten units plus an additional one which the student would devise for four hours of credit. The circumstances changed by the time the contract was approved so the course was not completed. It does provide a model for other contract courses.

A third contract was for several men who needed to improve their English skills for work needed in middle management of a local industry. The course was arranged with the head of the English department and done on a tutorial arrangement under the continuing education program.

The Initiation of the Program

The Bethel Contract Degree Program was initiated when the provost was working to develop continuing education and life-long learning programs. It was felt that more older persons should be able to return to college and complete degree programs.

In the process, a person was found with an unusual set of experiences. He had already gone through a special seminary program to recruit lay pastors. He was admitted to the seminary on the basis of tests even though he had not had a college program. The seminary would not give him the Master of Divinity degree because he did not have the college degree. He was also refused admission to an advanced pastoral clinic counseling program after completing the elementary course because he did not have a degree.

The provost drew up a proposed contract degree program for this person and presented it to the Education Policy Committee. He intended to run it as a pilot program. If it proved viable and satisfactory, he planned to return with a request to approve it as a policy. One of the members, in reviewing the case to be approved, anticipated the provost. He said that the proposal looked so good the committee should not only recommend it to the faculty as a special instance but also recommend that it be approved in principle. It was then recommended and adopted by the faculty.

In the early stages, every contract was taken by the dean to the Educational Policy Committee. A panel of faculty members also helped approve what was recommended to be recognized as credit. After two years, a visiting researcher who was studying the program noted in his report on leaving the campus that the process seemed unnecessarily cumbersome. The director of the program had the confidence of the faculty in the rigor of his assessment. As a consequence, it was decided to simplify the program. The director now calls on faculty for assistance as he feels it is needed. He recommends the contracts to the dean who can approve them directly, and reports periodically to the Educational Policy Committee. No contract recommended by the director has been rejected by the dean, although some have been questioned and revised, occasionally with more credit granted than the director originally recommended.

About ten to fifteen new contracts are written annually, but not all of them are accepted by the candidates.

Finances

The contract degree program has required some special provisions to recover the costs of the program. A charge of $100 is made for the process of assessment or diagnosis and the development of the individualized contract. The charge is the same regardless of the amount of credit that is recognized, to cover the cost of the interviews, assessment of the nontraditional learning inventory, consultation with faculty members, and design of the contract program. One case may take more time than another, but at this point a uniform fee is levied. It probably does not cover all costs, but a certain amount of faculty advising is done for any of the regular students without a specific charge. Some of this time is absorbed in the counseling program.

For persons having tutorial programs, $20 is charged for each professional hour of time used. The faculty member keeps track of the actual time used and submits a statement to the business office monthly. The student is billed for the time. No additional credit hour charge is made.

Where the faculty member does the tutorial work outside of the regular load, the faculty member receives 75 percent and the college keeps 25 percent for overhead. The rate is based on the calculation that if the faculty member devoted six hours a day, five days a week, eleven months of the year to tutorials, the faculty income would be close to $20,000 per year; and the college would receive about $5,000. If the student can work more independently and can convince the faculty member that little professional help is needed, the cost can be kept low. To date, I know of no one who has had to pay more for tutorial than would be paid on a credit hour basis. However, we do not assure the student that it will be cheaper.

The students pay the regular rate for conventional course work. Bethel does allow a half tuition rate for continuing education students, if six hours or less are taken in a given term, and no more than fourteen hours in a regular academic year.

The financial pattern fits the Bethel structure very well. State schools which are reimbursed on a per credit hour basis probably would need to use a different pattern.

Transcripts of Credits

The contract degree has caused us to go to a semi-narrative transcript. To record and justify why the degree is granted, we not only put on the title and credit hours that are traditional for conventional courses, we also summarize what is on the contract in narrative form. Anyone reading the transcript then knows why we did not require 124 hrs. and what was substituted for some of the requirements. Where we have established equivalents but do not grant credit hours as such, the hours are placed on the transcript in brackets to give fuller indication of how we have assessed the credit.

The procedures were reviewed with an official of the North Central Association (NCA) to see whether the program would give problems for accreditation. While the program will be subject to scrutiny when Bethel's next accreditation review is done (as any other program would also be tested), the official saw nothing which should give problems. The program was also reviewed with two officials from the State Department of Education. They both agreed that the contract degree program would not give any problems if our total program is approved and we recommend candidates for certification.

Since then, the Bethel College program has had total review by the NCA, and the Teacher Education and Social Work programs have had reviews. None of the reviewing teams found any problems with the program. In one instance, the Social Work review, it was commended as better than several similar programs seen elsewhere.

The first graduate from the program was granted the Master of Dividinity degree by the seminary he had attended after we granted the college degree. He was also admitted to the doctor of ministries degree program in advanced pastoral studies of San Francisco Theological Seminary. None of the others persons who have completed programs and have applied for graduate study, have been denied admission because of the contract degree.

Summary of Principles

Several observations can be made about principles which undergird the program or have been discovered as helpful either in conceptualizing or operating the program.

1. A basic assumption is that form should follow function. Where problems have arisen in trying to help nontraditional students get into the college program, we have asked what function the formal requirements are expected to serve. We then try to discern whether alternate forms could serve the same function. The intent is not to offer a "cheap" degree or a shortcut to the degree but to provide alternate ways of reaching the degree level.

2. In helping to introduce the program and to secure faculty support, we tried to use a person to typify what could be done rather than to propose an abstract program concept. Frequently faculty members who have been reluctant to verify credits or accept tutorial obligations on the basis of documents will readily agree when they interview the candidate personally.

3. The assumption is that faculty members are professionals who are qualified to "diagnose" the competence and needs of applicants and "prescribe" what is to be done to overcome deficiencies.

4. Faculty continue to "own" the control of the program. The department is always consulted and gives approval for the conditions under which the major will be completed. Other faculty members also are consulted in questionable areas for granting of exemptions from requirements in their department. The

Educational Policy Committee continues to serve a "watchdog" function over the total program.

5. The director of the program frequently has to act as an ombudsman for candidates. This is particularly true when functional means for meeting formal requirements are sought. The director has to know the educational program thoroughly, not only in the formal catalog statements, but also in the educational intent of the requirements.

6. Costs are based on services rendered similarly to charges for other professionals such as medical doctors, lawyers, and dentists. This can include absorbing overhead costs in professional fees. It is sometimes difficult to overcome the assumption that "education is free". When the rationale for the charges are explained, no difficulty has been encountered in having persons accept them as reasonable.

Conclusion

The rapidly changing society and the knowledge explosion require that people be life-long learners. Education can no longer be simply for the transmission of the cultural heritage to the young.

The contract degree program tries to acknowledge that persons often are self-directed learners. It is an unnecessary duplication to require older persons who want to complete a degree program to go through the traditional program if they already have acquired the knowledge, skills, and values which the program requires. The necessity to sit through courses just to meet the formal requirements has discouraged some from proceeding to get the education they desire but have difficulty obtaining.

It is probably that even more use of self-directed learning could be made and incorporated in a contract degree program than has been done to this point. In the desire to encourage life-long learning, that could be the next step beyond the attempt to recognize prior learning and to be flexible in supplementing learning already gained.

HUMAN SERVICE WORKERS

by Marvin Parrish

The Growth Associates Self-Directed Professional Development Program is in its early stages. What we will consider here is preliminary data. We think it points us in certain directions and gives us hope for optimistic outcomes.

Our program is designed primarily for mental health professionals and other human service workers. We have two basic goals, but they break down into quite a number of objectives. One goal is service oriented and the other is pitched toward research and dissemination. These goals represent a kind of a feedback loop in our judgment. As we discover problems in our service activity, this stimulates a need for more research information. And our research findings feed back into our service delivery efforts.

The service itself has four basic components, the first of which is to help the individual professional improve his or her abilities, skills, or knowledge. Second, we want to improve educational service delivery in the various agencies in which these professionals work. Third, we seek to develop an alternative educational strategy for continuing professional development. The strategy we are utilizing is self-directed learning. Finally, we are looking for ways to interface this alternative approach with existing or traditional education al methods. So, rather than seeing self-directed learning in some kind of adversary relationship with more traditional methods of education and learning, we see it as a cooperative one.

An early issue was to decide what to call this - self-directed learning, development, etc. It finally occurred to us that most of us are more familiar with the concept of development. We wanted to go from here to there, but such a change process does not always imply new learning. Actually, I think learning is always there. But we are using the term "self-directed professional development" because development can include any kind of change in behavior, the accomplishment of a learning objective, or the creation of any tangible product.

Very quickly we discovered that some paradoxes seemed to exist in our goals and method. On the one hand, we espoused the view that learning at root is a self-directed venture. But then we had to face the issue that we in Growth Associates also were developing some kind of educational program. I think this apparent contradiction has been evident throughout our discussions. Clearly we seek to provide some structure. We are saying, "Let us help you in this self-directed process."

Another paradox seems to be that while learning is for and controlled by the learner, we are pointing out that the employer has a stake in that learning objective. We recognize that if self-directed learning is to be supported by employers, it also needs to serve institutional needs for staff development. That does not always seem free of conflict. It is something we continually face in individual cases.

A third and more general paradox is that while learning is its own reward, many staff members are interested and involved because that are expecting some kind of extrinsic, external reward. They desire credit or recognition; "Is anybody going to recognize what I am doing?" So that seems to be another paradox.

The first step in the process for us has been to make individual contact with people who might be interested. It is hard to tell in advance who these people are. Seemingly it is essential to have some kind of individual contact. We have found that we need to talk about how self-directed professional development is going to be valuable to the individual person, rather than to talk about the project in general terms, regardless of how glowing our project talk might be. Very early we get involved in what we call the research process of data gathering.

We start with an application form that asks people about prior self-directed learning experiences, among other things. This is not simply asking the question "What kinds of self-directed professional development activities have you experienced?" because people do not readily identify with that. They do not give themselves credit. They have two problems: getting recognition and credit through a professional agency, and recognizing their own self-directed professional development activities. They are more readily inclined to identify workshops, conference, and courses as education for them. But they often do not recognize their own self-directed activities. And if we go into it more, it is clear they have been learning a great deal. They are not different from the general population in that respect.

The next thing we do when they are interested is to schedule what we call a two-day Charter Development Workshop. We considered terms like charter, contract, agreement, learning plan, etc. It probably does not make much difference what it is called. Contract sounded a bit legal, although that may be the more familiar term. So we finally called it a learning charter. If you would rather call it a learning plan, that is OK too.

In the two-day workshop, we gather a lot of basic information. We do some things that psychologists are very prone to do - give scales and gather several kinds of data. That is what I would really like to share with you now, although our information is still very preliminary. It is also based on only a few cases. In fact, we have complete information sets on only sixteen cases, although about twenty-five learners have given us some of that data. Most of what I am reporting is based on the sixteen cases. We also would like to make some comparisons with data from other studies.

INTERNAL-EXTERNAL CONTROL SCALE MEAN SCORES
FOR VARIOUS GROUPS

Group	Mean Score
Kansas State University Elementary Psychology Students	7.73
Florida State University Black Psychology Students	9.05
Peace Corps Trainees	5.94
National Stratified Sample, Purdue Opinion Poll	8.50
18-year-old Subjects from Boston area	9.56
Growth Associates Self-Directed Learners (N=16)	7.00

One thing that is evident to us is that most of those in our sample are self-starters. Somehow people in our sample seem to feel more in control of their own destinies than the average person, although from the Tough research we recognize that it is hard to label other people.

The Internal-External Control Scale constructed by Julian Roter has only 29 items. The item format requires a forced choice. A person selects either statement A or statement B as more or less representing his or her view of the world. One or the other statement must be chosen. The complaint that people often give is that sometimes it is not easy to make an either/or choice. Low scores have to do with inner directedness or inner control. We assume that self-directed learners might perceive themselves to have a lot of inner control. All of these average scores are fairly low except for Florida State University Black Psychology students. Kansas State University Elementary Psychology students average close to eight; the average in our sample is seven. So far we have found only one group of Peace Corps trainees who scored lower. They score about one point lower on the average. That fits. I do not know if it is a rationalization or an explanation of the scores.

Young people, the 18-year-olds in Boston, are the high ones in the comparison. The scale has been given to many other samples. You might surmise that young people may feel less in control and that black students also might tend to feel that. People in the Peace Corps feel they really can do a lot to change things. That is part of their interest in getting involved in the first place. Our Growth Associates self-directed learners, at least among these others, are second lowest. So they see themselves as relatively internally controlled. If anything, I suspect that figure may even go down. We have a couple of pretty high scores in our first sample, which may not be very typical, but it is hard to predict.

We also devised an instrument comprised of items we thought might have something to do with self-directed learning. We pointed to activity that we judged might make good self-directed learners or somehow characterize those who would turn out to be successful self-directed learners. We wanted to get some idea of whether people in our sample agreed with statements representing certain attitudes toward learning. Note that we have placed these items in rank order from top to bottom according to average agreement among our participants.

ITEMS OF AGREEMENT ON THE "SELF-DIRECTED LEARNING SCALE" (N=16)

Item	Score
I usually read 5 or 6 good books a year just on my own initiative.	6.4
I like to try out new things on my job.	6.3
I am primarily responsible for the current level of expertise I have obtained in my field.	6.3
My professional development efforts have usually been rewarding.	6.1
What a task needs doing, I somehow find the time.	6.0
I like what I do as a professional and want to do it better.	6.0
I am excited about the ideas I have for my own professional development.	5.9
I have a lot of good ideas regarding what I might do to enhance my professional development.	5.9
In order to develop professionally a supportive context is essential.	5.7
I need a stimulating environment in order to learn and progress.	5.5
It is difficult for me to be a productive learner independent of course structure.	2.4
Competing for good grades helps me learn more.	2.3
Setting goals often proves fruitless.	2.2
I have not kept up with what is going on in my field.	2.2

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

NAME____________________ DATE TESTED____________________

AGE__________ SEX__________

OCCUPATION____________________

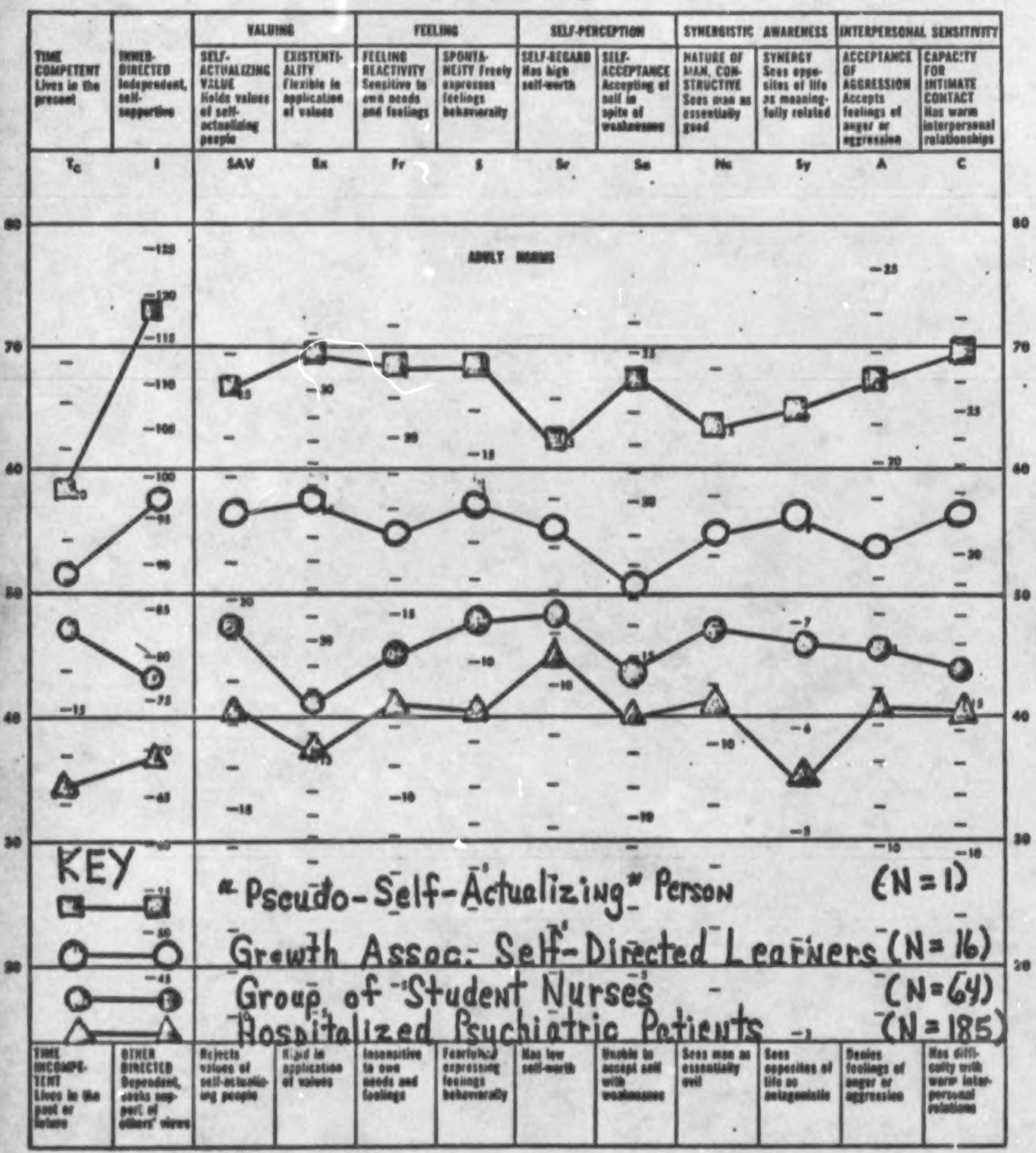
____

I T_I - T_C (Time) Ratio:
Self-Actualizing Average: T_I: T_C = 1:8
Your Ratio: T_I: T_C = 1: __

1									
1	2	3	4	5	6	7	8	9	10

II O - I (Support) Ratio:
Self-Actualizing Average: O:I = 1:3
Your Ratio: O:I = 1: __

1									
1	2	3	4	5	6	7	8	9	10



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Raw Scores

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We use one other scale which looks like something that only clinical psychologists would come up with. It really is not a clinical evaluation. It is a scale developed by Everett Shostrom based on some principles and ideas articulated best by Maslow. Shostrom and Maslow were intrigued with the concept of self-actualization. Without getting into what all that means, I will show you the results. Self-actualization refers to people who seem to be productive, contented, efficient, etc. - good things; but actualized people do not really feel a great deal of pressure about these characteristics. We have some sample groups here which are shown on page 123.

We start out with what Shostrom suggests is an actual case of a pseudo self-actualized person. Favorable scores are found toward the top and less favorable scores appear toward the bottom of the profile. Without going into the separate items, the scale has to do with values, feelings, how we perceive ourselves or the nature of persons, interpersonal sensitivity and effectiveness, etc. This first scale tends to reflect how one uses time or relates what is done to a time dimension. People live in the present, past, or future. This second scale basically has to do with whether the person sees himself/herself as inner directed or needing all kinds of support from others, self-sufficient or not self-sufficient.

The pseudo self-actualized person says, "You name it, I've got it." A group of student nurses, with a fairly level profile as a group, was generally lower. Hospitalized psychiatric patients were quite low as a group. Theoretically, according to Shostrom, self-actualized people score in the 50-60 range. These are not percentiles, by the way, they are standard scores. So 50-60 does not mean anything except in relation to the other scores. All of these fall within that range as a group. It suggests that people in our program so far show a pretty good adjustment. They are rather energetic, quite productive, feel pretty good about themselves, and tend to relate well to each other. It is interesting, however, to observe the dips. This scale has to do with time competence or how one perceives himself/herself in relationship to time - past, present, future. It is assumed here that it is a good thing if one lives in the present. If one lives in the future, that is not too self-actualizing. If one lives in the past, that is not too self-actualizing. Some of our learners are a little bit inclined to slant themselves toward the future. I do not think too many of them were high on the past, but rather were anticipating what they could accomplish. This goes along with another scale; namely self-acceptance in spite of weaknesses. That was a little bit more difficult for them to feel good about. They had no problem in feeling good about themselves, but when the issue was weakness or areas where they felt they needed to improve themselves, they showed an inclination to say, "Well, I should be better." I think this is consistent with what one might expect from self-directed learners. We will continue to gather that data to see if it follows those trends or whether the findings change in a larger sample.

Next in our Self-Directed Professional Development workshops we spend most of the two days developing a charter for each of the individuals involved. We go through it on a step-by-step basis with the various professional development issues. We encourage participants to review their career pattern and to define their broad learning goals or objectives. We ask people to dream a bit about what they would like to explore after they have done some thinking. Then we ask them to define specific things they want to do in terms of actual performance goals. We then seek to have participants fit their dreams and goals into an overall learning plan which includes a schedule. When are they going to start and when are they going to assess their progress? They put down things such as how the learning program is going to be supported financially. Are they going to use personal time, personal money, institutional leave time, etc.? They formulate their considerations. They also identify resource persons - facilitators, content resources, institutional representatives - if those persons play a significant role.

One thing we discovered very shortly after having a few people experiment with contracts is that people were very ambitious and had all kinds of things they wanted to do. To put all that into one contract was sort of like saying, "I want to do everything and here is my list." It was very difficult sometimes to tease out which part of that contract was due now. It was also very easy to get behind, discover that such confused planning does not work, and shelf the whole thing. So it made a lot of sense to develop multiple contracts or multiple charters. In that way, if you did not do well with one objective, it did not really scuttle the entire effort, because you could keep the other objectives going, or you could keep one or two efforts alive. You could parcel out your professional development goals in manageable packages and pursue them as they seemed to fit. If you needed to drop one entirely, that was okay. It would not mean that you had to go through the whole process again to develop a new charter. This makes the program like having your own mini courses. You are able to be involved with them according to your schedule of priorities instead of when they are listed in a university catalog.

The final thing which I will mention is that a part of the program was to develop monitoring or assessment intervals or checkpoints when people would report back to the project about how they were doing with the various goals they identified. They could report what they were planning currently, whether they were following through based on the kind of scale indicating how much they had completed. With this arrangement, it is up to the person how often to report, within certain guidelines. If someone felt he/she ought to report to us every 157.5 hours, that would be a little difficult for us to monitor. So we set some guidelines. People could report as infrequently as every six months or as frequently as every week. But we also encouraged them to make their own self-assessment on a daily basis or on whatever schedule seemed appropriate. They should make a summary report to us perhaps less frequently.

Now just a word about project finances. At this point, we estimate that it is costing something like $350 per learner for a one year involvement. We have some National Institute of Mental Health funds that cover part of that (approximately $250) which leaves $100 to assess to the individual learner for a year's involvement.

This is obviously a brief overview. But perhaps it does provide a glimpse of our Growth Associates Self-Directed Professional Development venture as it has developed thus far.

SUMMARY AND CONCLUSIONS

William Keeney

The project in Self-Directed Professional Development began out of an awareness of the need for continuing education for professionals who had acquired a terminal degree. They needed to continue to keep abreast of developments in the field, to make career changes as new opportunities and needs arose, and to grow personally. After some experimentation with providing educational opportunities on a group basis, it became evident that one of the problems was a sparse population scattered over a wide geographic area, making group participation costly and difficult.

A growing body of evidence about adult learners showed that they did in fact engage in a lot of self learning. They did not do it in formalized ways or in class structures for the most part. For professionals, it was possible to engage in self directed learning, but most did it on a sporadic basis. The process was often inefficient and perhaps even ineffective due to a lack of - or unawareness of - the best available resources. No one provided validation for what was accomplished.

The pilot program at Prairie View was set up to assist professionals in the mental health field to develop through self directed learning. It was not confined to persons strictly defined as in mental health professions. Other persons in medical professions - college faculty, and pastors, who were not necessarily involved directly in mental health care - included.

A preliminary assessment indicates that the results of the pilot study were mixed. Some persons had notable successes. In reviewing those who wrote and followed through on charters, it seems that certain types were most likely to do well. They were highly motivated persons with a history of goal setting. They were persons who were achievement oriented, accustomed to supplying their own structure. They probably would do much self directed development without such a program. So, they were the ones who, perhaps, needed such a program least and, yet, benefited most according to the apparent results. The others who tended to succeed were those who had some external pressures, such as job performance demands from an employer, or career advancement interests. The persons who succeeded tended to be engaged in career exploration, in investigation of advanced degree options, or those who wanted to test themselves to build confidence in some new area of competency that was important to them.

Failures were not surprising. They were those who were poorly motivated and had not been successful in their own attempts at self directed development. They seemed to want the program or others to do for them something they had not done for themselves. For some of them a variety of techniques were tried to get them moving and keep them on schedule in the program they had written into a charter. They were sent weekly reminders of program objectives and deadlines they had set. They were asked to submit regular reports, which seldom, if ever, came. They were matched up to a buddy, perhaps one who was also having difficulty, or with a mentor to monitor progress. They found themselves going out of the way to avoid contact with these persons because they had not achieved their own performance goals. Group sessions for encouragement and reporting were tried. None of these efforts seemed able to help the person who was poorly motivated to do what he/she had committed to do.

The program also had some build in paradoxes, some of which may be a consequence of choice of terminology and definition. But some seemed to be inherent in the relationships and the conditions for self learning. One of the paradoxes was the idea of having a "director" of self directed learning. That seemed to be a contradiction in terms and gave some of the staff people considerable discomfort in their own role image. It seemed also to be related to the notion, perhaps false, that professionals who had terminal degrees now no longer needed instructors, that they should be self-taught persons capable of carrying on their own education.

Another paradox was the notion that self directed learning should take place because a person wants to do it. It should not happen because of external pressures, such as from employers or licensing agencies, or for extrinsic rewards, such as payment for doing it or certification for the job. That again may have arisen from misperceptions about who people are and what kinds of professionals will need the help of such a program. Indeed, with state mandated continuing education requirements for various mental health and medical professionals, the best way for many to meet the demand may be through self directed development that is monitored and certified or validated by some recognized program similar to the one at Prairie View.

Other problems are involved. Prairie View has not found the programs economically viable. The volume of persons in the program would not afford support for a full time administrator. It may always be a problem to find ways to keep the flow of work even enough to support a person. A program might be able to support itself with some combination of other assignments and with efficiency in the operation. Some professionals do not feel that they should pay a fee for "self directed" professional development. Perhaps some other designation of the program and the function of the staff would alleviate the apparent problem, such as individualized programs of instruction, or personalized development programs.

One need never fully met in the Prairie View program was for a directory of available resource persons. The staff did collect materials describing a number of content experts who could assist persons wanting help. Some system needs to be devised to make the list more available, though the volume of demand in the Prairie View program did not warrant expenditure of much effort or money to generate such a system. The Prairie View experiment does suggest some types of data needed to be of help to persons.

The staff which operated the program generally felt that the concept of Self Directed Professional Development had continuing validity. Persons who are self learners can use the help of persons who know curriculum to help them clarify goals and objectives and to structure ways of achieving these. The help can be important for persons with limited time who want to be most efficient in accomplishing their purposes.

Staff can also help with feedback on progress, with assistance in fractionalizing problems when they may otherwise be too overwhelming, in reviewing progress and modifying the program in process, and in reevaluating goals and objectives as needed. They can also identify and help connect learners to content experts and can probably help locate other types of resources, such as programmed instructional materials, cassette tapes, bibliographies, and other learning aids best suited for specific goals and objectives. They may also validate that objectives are met.

The Prairie View newsletter seemed to reach an appreciative group of readers. It was a way of keeping abreast of current developments, and of suggesting new methods, sources of materials, and events from which a learner might profit. Some of the material is inevitably ephemeral, as one would expect from a newsletter, but some of it endures and two to three years later is still worth reviewing.

The Prairie View experiment is not an unqualified success. It is, however, suggestive of what can be done in many areas. Other experimental programs are needed, with modifications and adaptations to other fields. Originally, a second national conference was projected. Testing in the course of the program with key persons for interest did not seem to justify mounting a second effort. Perhaps some outside consideration of the problems Prairie View uncovered and articulated would help to point directions for future programs. Readers of this material may be able to serve some of that function by reacting and perhaps experimenting with other modes of working at the same issues.

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